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AUTHOR Mayo, G. Douglas; And Others
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ABSTRACT

The Memphis State University Center for Instructional Service and Research was evaluated in a survey of faculty members. Considered were the importance of each of the 19 functions performed by the center, how well each function was carried out, and what could be done to improve performance in each of the 19 areas. The evaluation project aimed to form an information base from which systematic imporvement could be made. The 19 functions are categorized as (1) instructional development and support, (2) learning media, and (3) instructional television. At a general level, the study indicates that each of the functions is viewed by the faculty as important and as being performed in a reasonably satisfactory manner, although there is room for improvement in nearly all instances. In many cases, specific action required to improve is identified. The evaluation survey itself is appended, as well as individual comments concerning improvement of performance, and responses made by faculty who had not used the services of the center during the past year. (LBH)

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FACULTY EVALUATION OF AN INSTRUCTIONAL SUPPORT CENTER

G. Douglas Mayo
Betty Gee
George Graham

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Center for Instructional Service and Research

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SUMMARY

The report is based upon information provided by Memphis State University faculty members concerning the importance of each of the 19 functions performed by the Center for Instructional Service and Research, how well each function is being carried out, and what could be done to improve performance in each of the 19 areas.

The primary purpose of the evaluation project was to form an information base from which systematic improvement could be made. The section of the report titled, "Implications for Improvement of Center Performance," focuses on this purpose. Center personnel using the report to improve performance in specific areas will find the "Results" section highly pertinent, although it may be a bit too detailed for most other readers. An overall view of the importance of the Center and how well faculty think it is doing its job may be found in the sub-section, "Summative Evaluation."

At a general level, the study indicates that each of the 19 functions of the Center is viewed by the faculty as important and as being performed in a reasonably satisfactory manner. There is room for improvement, however, in virtually all instances. In a number of cases, specific action required to improve is identified.

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EVALUATION REPORT

Much has been written during the past few years concerning programs variously known as professional development programs, instructional development programs, faculty development programs, and teaching improvement programs. Almost without exception, these publications refer to the importance of adequate evaluation of such programs; less often do they give examples of completed evaluations that meet their criteria for excellence. There is reasonably good agreement on several points, however. These points include the consideration that the goals of the program should stem directly from the goals of the institution which the program serves; the procedure followed in the evaluation should have an adequate rationale in terms of the type of information that is sought and the setting in which the study is conducted; the end-products of the program should be measured and evaluated, as well as the processes by which they are accomplished. The evaluation should be as objective and free from bias as possible, but objectivity should not be achieved at the cost of too great a reduction in relevance. In addition, depending upon the objectives of the evaluation, it is usually desirable to seek a level of specificity which will form a basis for improvement of the various facets of the program as well as providing summative data concerning the overall effectiveness of the program. These then are some of the basic rules of the game and are ones which were taken into account in planning the present evaluation project.

RATIONALE

The rationale for the procedure used in the evaluation was arrived at in the following way:

1. The mission of the Center, "To facilitate student learning throughout the University," derives directly from the primary purpose of the University, that of advancing learning.

2. Since it is through the activities of the faculty that the University achieves its primary purpose, it follows that providing assistance to the faculty is the most effective means by which the Center can accomplish its mission. Thus, the faculty becomes a prime source of information concerning how well the Center is accomplishing its mission and what steps may be taken to improve its performance.

PROCEDURE

The first step was to list the activities or functions in which the Center engages in its effort to assist the faculty in facilitating student learning. This turned out to be 19 functions which could be arranged logically into three groups under the headings: (1) Instructional Development and Support, (2) Learning Media, and (3) Instructional Television.

These headings correspond directly to the three Divisions of the Center, which are known by these same terms. Before proceeding further, the objective of each of the functions was stated. This was done in order to specify what the Center was seeking to accomplish in the case of each function. The functions, together with their objectives, pertaining to Instructional Development and Support, Learning Media, and Instructional Television are shown in Figure 1, Figure 2, and Figure 3 respectively. A survey form was developed for each of the functions, the questions and format being almost identical for each. A sample of the survey form may be seen in Figure 4.

The survey pertaining to each function was sent to faculty members who had participated in that function during the past school year, that is between September 1976 and August 1977. This was done by compiling a list of all faculty who had participated in a particular function and sending the appropriate survey to each, unless the number of participants exceeded 40. In instances in which more than 40 faculty had participated in the function, a random sample of 40 participants was derived through the use of a table of random numbers. A further qualification that was imposed was that no faculty member would be asked to complete the survey for more than four functions. This was done to prevent imposing an undue burden on faculty members who had participated in all or most of the functions of the Center. The samples for the functions having the fewest participants were compiled first in order to have the views of as many faculty as possible on these functions; thus, if faculty members had participated in more than four functions, they were sent the surveys pertaining to the four functions in which information was most needed.

In addition to faculty who had participated in one or more functions of the Center during the previous school year, a list of all full-time faculty who had not participated in any function of the Center during that period was compiled. A random sample of 100 faculty from this group was derived, again through the use of a table of random numbers. Information from this group was considered to be necessary in order to ensure that views representative of the faculty as a whole were included. It was recognized that this group would have little information concerning the degree to which the objectives of the Center were being achieved, but it appeared that their views concerning the importance of each of the objectives would be valuable.

INSTRUCTIONAL DEVELOPMENT AND SUPPORT

1.1 Function: Instructional Development

Objective: To assist faculty in design or redesign of courses, or segments of courses.

1.2 Function: Graphic Design

Objective: To support instruction and other University activities by preparing graphic art work which may be converted into overhead projector transparencies, 35mm slides, filmstrips, or videotapes.

1.3 Function: Seed Grant Program

Objective: To provide resources and assistance to faculty members who wish to improve their courses, develop new course, or improve student learning by various means.

1.4 Function: Experimental Classroom

Objective: To provide a classroom, equipped with a wide variety of audio-visual and educational technology equipment, that can be scheduled for use by faculty who have a need for such a classroom in their teaching.

1.5 Function: Use of Videotape in Instructional Improvement

Objective: To provide faculty with portable video equipment, an operator, and assistance in identifying strengths and weaknesses in their teaching, in order to improve their teaching performance.

1.6 Function: Dissemination of Information

Objective: To provide faculty with information concerning instructional procedures, student learning, and M.S.U. programs that lead to instructional improvement. (Examples: "To the Faculty" publications and monographs and memoranda on various topics)

1.7 Function: Faculty Seminars and Workshops

Objective: To sponsor faculty seminars and workshops on topics related to instructional innovation and improvement.

1.8 Function: Evaluation of Experimental Programs

Objective: To assist faculty in designing and conducting evaluations of innovative or experimental instructional programs.

Figure 1. Functions performed in the area of Instructional Development and Support, and objectives corresponding to each function.

LEARNING MEDIA

2.1 Function: Dissemination of Non-print Media

Objective: To make available for University use instructional motion picture films, filmstrips, transparencies, slides, cassettes, charts, and other media of an essentially non-print type.

2.2 Function: Acquisition of Non-print Media

Objective: To acquire additional non-print media for instructional purposes, based upon specific selection criteria.

2.3 Function: Media Equipment Loan

Objective: To make available for University use a wide selection of audio-visual equipment and instruction on such equipment as necessary.

2.4 Function: Individualized Learning Service

Objective: To provide faculty and students with commercial and faculty-developed media and viewing/listening devices to be used in the Learning Media Division.

2.5 Function: Production of Audio-Visual Materials

Objective: To provide faculty and students with equipment for preparation or duplication of audio and visual materials, provide instruction in the use of such equipment, and in some cases produce audio and visual items for faculty and students.

2.6 Function: Inspection and Repair of Non-print Media

Objective: To inspect and repair as necessary film held by the Learning Media Division after each use and to provide this service to other departments of the University that have a need for it.

Figure 2. Functions performed in the area of Learning Media, and objectives corresponding to each function.

INSTRUCTIONAL TELEVISION

3.1	Function:	Production of Videotapes, Primarily in the Instructional Television Studio
	Objective:	To provide high quality, color videotapes for instructional use and other University purposes.
3.2	Function:	Facility for Instruction in Television
	Objective:	To provide a television studio and adjoining classroom for use by departments of the University that offer courses in production, directing and other aspects of television.
3.3	Function:	Stereo Recording
	Objective:	To provide a sound-proof room with proper equipment for high quality recording, which includes multiple inputs for special effects.
3.4	Function:	Monaural Recording
	Objective:	To provide a sound-proof room for use in monaural recording and narration to accompany slide and filmstrip productions.
3.5	Function:	Maintenance of Equipment
	Objective:	To perform preventive and other "light" maintenance on all equipment held by the Center for Instructional Service and Research and to advise academic departments concerning maintenance problems they encounter with their television, radio, and other audio-visual equipment.

Figure 3. Functions performed in the area of Instructional Television, and objectives corresponding to each function.

EVALUATION SURVEY-1.1

Function: Instructional Development

Objective: To assist faculty in design or redesign of courses, or segments of courses.

Questions:

1. How important is this objective: (Mark one)

_____ a. Unimportant
_____ b. Limited Importance
_____ c. Important
_____ d. Very Important

2. Based on your experience with the Center, how well is the objective being achieved? (Mark one)

_____ a. Not being achieved
_____ b. Marginally
_____ c. Satisfactorily
_____ d. Exceptionally well

3. In your view should the objective be: (Mark one)

_____ a. Augmented
_____ b. Modified
_____ c. Eliminated
_____ d. Left as it is

Please comment or amplify as necessary _____

_____

_____

4. Based on your experience with the Center, how could the permance of the Center be improved in this area?

_____

_____

Figure 4. Example of survey sent to faculty who had participated in one or more functions performed by the Center.

Therefore, these 100 faculty members were sent a survey form which inquired about the importance of the objective of each of the 19 functions. A copy of this survey form may be seen in Appendix A.

In addition to the structured items on the 19 survey forms that were sent to "users" of the Center services, an opportunity was provided for amplification of responses, and an open ended question was included concerning how the performance of the Center could be improved with respect to the function under consideration. It was anticipated that these comments would be useful in pointing the way toward improvement in the function involved. A similar open ended question was included in the survey sent to the "non-users" of Center functions, asking what functions or services not presently provided by the Center would be helpful to the faculty member in improving his courses or teaching. This survey also included an item which checked to see whether or not faculty members who had been identified as a "non-user" had utilized one or more of the Center services. It turned out that none of them had.

Prior to distribution of the surveys to the faculty, they were reviewed by the Advisory Council for the Center at one of the monthly meetings of this group. The Council consists of faculty representatives of each of the colleges and schools of the University, plus four ex officio members. As a result of this review, improvements were made in both the content and the format of the surveys.

Since the primary purpose of the evaluation project was to provide information that would lead to improving services to the faculty and setting proper priorities, the primary analysis of the completed surveys was conducted on a function-by-function basis. This analysis, or formative evaluation, is described in the following section. Also included in the section is a more global look at the results of the study, under the heading, "Summative Evaluation." In the final section of the report, an effort is made to focus on the constructive suggestions for improvements that were made by faculty members in response to the various surveys and to list the suggestions in such a way that action could be taken concerning them.

RESULTS

Instructional Development and Support

1.1 - Instructional Development Function

Objective: To assist faculty in design or redesign of courses or segments of courses.

Only seven faculty members had been assisted with Instructional Development during the 1976-77 school (September 1 to August 31), and six of them returned the completed survey form. As shown in Table 1, three of them, or 50%, responded to the question concerning the Importance of the Objective of Instructional

TABLE 1

IMPORTANCE OF PROFESSIONAL DEVELOPMENT FUNCTIONS OR OBJECTIVES AND HOW WELL THEY ARE BEING ACHIEVED

Function or Objective		No. of Surveys Sent	Surveys Returned		Importance (% of Responses)					How Well Achieved (% of Responses)				
No.	Title		No.	%	N	1	2	3	4*	N	1	2	3	4**
1.1	Instructional Dev.	7	6	86	6	0	33	17	50	5	0	0	40	60
1.2	Graphic Design	35	24	69	24	0	4	25	71	22	5	5	59	31
1.3	Seed Grants	30	28	93	28	0	0	0	100	25	0	4	33	63
1.4	Experimental Classroom	40	30	75	30	0	10	37	53	29	0	11	72	17
1.5	Videotaping in Instructional Improvement	1	1	100	1	0	0	0	100	1	0	0	0	100
1.6	Dissemination of Info.	40	28	70	28	4	4	42	50	26	4	15	77	4
1.7	Seminars & Workshops	40	25	63	25	0	8	44	48	25	0	16	52	32
1.8	Evaluation of Experimental Programs	7	6	86	6	0	0	100	0	6	0	17	83	0

*1 - Unimportant
2 - Limited Importance
3 - Important
4 - Very Important

**1 - Not Being Achieved
2 - Marginally
3 - Satisfactorily
4 - Exceptionally Well

Development by marking the alternative, "Very Important." Two, or 33%, selected the "Limited Importance" alternative, and the remaining one person, or 17%, marked the "Important" response. None of the six faculty members who responded selected the response which would have indicated that the objective was "Unimportant." Table 1 also shows the views of the faculty members concerning, "How Well the Instructional Development Objective is Being Achieved." Five of the faculty responded to this question with three of them selecting the "Exceptionally Well" response and the other two, the "Satisfactorily" response. No one selected the responses indicating that the objective was being achieved "Marginally" or that it was "Not Being Achieved."

As shown in Table 2 in responding to the question concerning what action, if any, should be taken with respect to the objective pertaining to Instructional Development, 80% selected the alternative "Leave It As It Is," while the remaining 20% said that it should be "Modified." No one selected the alternatives that would have recommended that the objective be "Augmented" or "Eliminated." Only one of the respondents added a comment, and as shown in Table 3 this comment was classified as "Neutral" in its affective tone and as a "Constructive Suggestion" in terms of its content. The comment was to the effect that the Center should assist faculty in design and redesign of courses but should not initiate such action. The Center staff agrees with this comment and tries to act in accordance with it.

Table 4 shows the classification of comments concerning how the performance of the Center could be improved in the area of Instructional Development. There were only two replies to this question. One of the replies was classified as "Neutral" and one of them as "Favorable" in terms of affective tone. With respect to content one suggestion was that "More Information" concerning Instructional Development should be made available, and one was classified as "Praise" for the way in which the Instructional Development function was being carried out.

Table 5 shows the views of faculty members who had not used any of the services of the Center during the period in question. They were responding to the first item in Appendix A concerning the importance of the Instructional Development function. Of the representative sample of 100 "non-users" of services provided by the Center, 61 returned the completed survey form. Of those returning the form, 36% selected the "Important" response while 26% selected the "Very Important" response. Twenty-five per cent marked the "Limited Importance" response and 13% the "Unimportant" response. Thus, a substantial majority of both users and non-users of the Instructional Development function expressed the view that it was important. The primary source of information on which to base improvement of the Center's performance with respect to this and the other functions performed by the Center may be found in the comments which have been reproduced verbatim in Appendix B and Appendix C.

TABLE 2

SUGGESTED ACTION CONCERNING PROFESSIONAL DEVELOPMENT FUNCTIONS OR OBJECTIVES

Function or Objective		Number of Responses	Action Suggested (% of responses)			
No.	Title		Eliminate	Modify	Augment	Leave As Is
1.1	Instructional Dev.	5	0	20	0	80
1.2	Graphic Design	24	0	8	25	67
1.3	Seed Grants	22	0	5	52	43
1.4	Experimental Classroom	29	0	13	45	42
1.5	Videotape in Instructional Improvement	1	0	0	100	0
1.6	Dissemination of Info.	27	4	4	49	44
1.7	Seminars & Workshops	24	0	21	33	46
1.8	Evaluation of Experimental Programs	6	0	17	50	33

TABLE 3

CLASSIFICATION OF AMPLIFYING COMMENTS CONCERNING
SUGGESTED ACTION ON PROFESSIONAL DEVELOPMENT OBJECTIVES

Function or Objective		No. of Respondents	Affective Tone			Content Classification					
No.	Title		1	2	3*	1	2	3	4	5	6**
1.1	Instructional Dev.	1	0	1	0	0	0	0	1	0	0
1.2	Graphic Design	13	1	5	7	0	0	0	5	7	1
1.3	Seed Grants	16	1	3	2	0	2	0	10	2	2
1.4	Experimental Classroom	15	7	6	2	6	1	0	6	1	1
1.5	Videotaping in Instructional Improvement	1	0	1	0	0	0	1	0	0	0
1.6	Dissemination of Info.	8	4	3	1	2	0	1	3	1	1
1.7	Seminars and Workshops	13	4	8	1	1	0	1	7	0	4
1.8	Evaluation of Experimental Programs	2	0	1	1	0	0	0	1	1	0

*1 - Unfavorable
2 - Neutral
3 - Favorable

**1 - Negative Criticism
2 - More Resources Needed
3 - More Information to Faculty Concerning Service
4 - Constructive Suggestion for Improvement
5 - Praise
6 - Other

TABLE 4

CLASSIFICATION OF COMMENTS ON HOW PERFORMANCE ON PROFESSIONAL DEVELOPMENT FUNCTIONS COULD BE IMPROVED

Function or Objective		No. of Responses	Affective Tone			Content Classification					
No.	Title		1	2	3*	1	2	3	4	5	6**
1.1	Instructional Dev.	2	0	1	1	0	0	1	0	1	0
1.2	Graphic Design	12	5	2	5	1	0	0	6	5	0
1.3	Seed Grants	18	0	14	4	0	6	3	5	2	2
1.4	Experimental Classroom	17	6	7	4	1	6	3	5	3	2
1.5	Videotaping in Instructional Improvement	1	0	1	0	0	0	0	1	0	0
1.6	Dissemination of Info.	12	5	6	1	1	1	3	6	1	0
1.7	Seminars and Workshops	12	3	7	2	0	0	7	3	2	0
1.8	Evaluation of Experimental Programs	3	2	1	0	0	1	1	1	0	0

*1 - Unfavorable
2 - Neutral
3 - Favorable

**1 - Negative Criticism
2 - More resources needed
3 - More information to faculty concerning service
4 - Constructive suggestion for improvement
5 - Praise
6 - Other

TABLE 5

VIEWS OF NON-USERS CONCERNING IMPORTANCE OF PROFESSIONAL DEVELOPMENT FUNCTIONS OR OBJECTIVES

Function or Objective		No. of Responses	Per Cent Selecting Each Alternative			
No.	Title		1	2	3	4*
1.1	Instructional Dev.	61	13.1	24.6	36.1	26.2
1.2	Graphic Design	60	5.0	8.3	56.7	30.0
1.3	Seed Grants	60	1.7	11.7	43.4	43.4
1.4	Experimental Classroom	59	5.0	22.0	42.4	31.5
1.5	Videotaping in Instructional Improvement	61	9.8	21.3	44.3	24.6
1.6	Dissemination of Info.	60	6.7	33.3	46.7	13.3
1.7	Seminars and Workshop	61	8.2	27.9	45.9	18.0
1.8	Evaluation of Experimental Programs	61	3.3	34.4	49.2	13.1

*1 - Unimportant
2 - Limited Importance
3 - Important
4 - Very Important

1.2 - Graphic Design Function

Objective: To support instruction and other University activities by preparing graphic art work which may be converted into overhead projector transparencies, 35mm slides, filmstrips, or videotapes.

Thirty-five surveys were sent to faculty who had received assistance in projects involving graphic design during the evaluation period. Twenty-five of them completed the form for a return of 69%. As shown in Table 1, 71% of those completing the survey said that the graphic design objective was "Very Important." An additional 25% said that it was "Important," while 4% said that it was "Of Limited Importance." None of those responding to

the survey said that the objective was "Unimportant." Twenty-two faculty members answered the question concerning how well the Center was achieving the graphic design objective. Fifty-nine per cent said that the objective was being met "Satisfactorily" while an additional 31% said that it was being met "Exceptionally Well." Five per cent selected each of the other two alternatives, "Marginally" and "Not Being Achieved."

Of the 24 faculty members responding to the question concerning what action, if any, should be taken with respect to the graphic design objective, 67% said to "Leave it as it is." Twenty-five per cent said that the objective should be "Augmented," and 8% said that it should be "Modified." None said that it should be "Eliminated." These figures are shown in Table 2. Table 3 shows the classification of the 13 amplifying comments that were made concerning the graphic design objective. The affective tone of seven of these comments was classified as "Favorable," five as "Neutral," and one as "Unfavorable." In terms of content classification, seven of the comments were classified as "Praise," and five as "Constructive Suggestions for Improvement." One of the comments did not readily fit into any of the categories that were being used.

Table 4 shows the classification of the responses of the 12 people who responded to the question concerning how the performance of the Center could be improved with respect to the graphic design objective. In terms of affective tone, five of these were classified as "Unfavorable," two as "Neutral," and five as "Favorable." When classified as to content, six were classified as "Constructive Suggestions for "Improvement," five as "Praise," and the remaining one as "Negative Criticism." While classification of these responses doubtless has some value, the primary value of the comments is in their verbatim transcription which is shown in Appendix B and in Appendix C under the heading Function 1.2. Several of the suggestions for improvement can be implemented by the Center. These included more careful attention to details, wider dissemination of information concerning the service, and development of a capability to support research as well as instruction. In addition to the constructive suggestions that were made, the numerous expressions of appreciation for the high-quality work performed by the graphic artists involved was very encouraging for those individuals.

Table 5 shows that 60 of the random sample of 100 faculty who had not used any services of the Center during the year returned the survey form and expressed views concerning the importance of graphic design. Fifty-seven per cent of this group selected the "Important" description of the objective of graphic design, while 30% selected the "Very Important" response. Eight per cent and 5% selected the "Limited Importance" and "Unimportant" responses respectively.

1.3 - Seed Grant Program

Objective: To provide resources and assistance to faculty members who wish to improve their courses, develop a new course, or improve student learning by various means.

As shown in Table 1, the survey was sent to the 30 faculty members who had participated in the Seed Grant Program during the preceding year. Twenty-eight faculty members completed the form, for a 93% return. However, some did not complete all parts of the survey; the number completing each part is shown in the column labeled *N*. Table 1 shows that 100% of the group that had participated in the Seed Grant Program and replied to the survey stated that the objective of the Seed Grant Program was "Very Important." In replying to how well the objective was being achieved, 63% said "Exceptionally Well," 33% said "Satisfactorily," and 4% said "Marginally." None said that the objective was "Not Being Achieved." These responses were among the most positive received concerning the 19 objectives of the Center.

Table 2 shows how the participants in the Seed Grant Program responded to the third item, concerning possible actions that might be taken with respect to the program. The most frequently selected alternative was that the program should be "Augmented," with 52% selecting this alternative. The second most popular was "Leave As Is." Forty-three per cent selected this alternative. Five per cent selected the option indicating that the program should be modified, and none said that it should be "Eliminated."

The second part of this question asked for amplifying comments, as appropriate. Sixteen members of the group made comments. These comments were classified according to affective tone and also according to content. These classifications are shown in Table 3. Thirteen of the sixteen responses were classified as "Neutral," two as "Favorable" and one as "Unfavorable." In the content categories, the most frequently occurring classification was "Constructive Suggestion for Improvement" with ten of the sixteen responses being classified in this category. Two fell into the "Praise" category, two in "More Resources Needed," and two into extraneous categories that were not readily classifiable. None of the responses was classified as "Negative Criticism" and none indicated that "More Information to Faculty Concerning Service" was needed. The verbatim responses to this item are shown in Appendix B.

The responses made by 18 faculty members to the last item on the survey, concerning how the Center could improve its performance with respect to the Seed Grant Program, also were classified according to affective tone and according to content. This information is shown in Table 4 and the verbatim comments are shown in Appendix C. As in the previous case, the most frequently occurring classification under affective tone was "Neutral;" fourteen of the responses were so classified. Four responses were classified as "Favorable" and none as "Unfavorable." In the content classification, all categories received some entries with the exception of "Negative Criticism." Six Seed Grant participants said that "More Resources Were Needed;" three said that "More Information to Faculty Concerning the Service" was desirable; five were classified in the "Constructive Suggestion for Improvement" category; two were classified as "Praise;" and the remaining two did not fit readily into any of the categories that were being used.

As previously mentioned, faculty who had not participated in the Seed Grant Program were surveyed with respect to their views concerning the importance of the Seed Grant Program but not with respect to the issues addressed by the other items. The omission of the last three items was due to this group's not having an adequate basis for responding to these items. This group is referred to as the "non-user" group. Sixty of the 100 faculty members to whom the form was sent completed the survey form. The way in which they responded to the item, concerning the Seed Grant objective, is shown in Table 5. Eighty-six percent of the group selected the "Important" or "Very Important" alternative with the proportions divided equally between these two categories. Twelve per cent of the non-users said that the objective was of "Limited Importance," and two per cent said that it was "Unimportant." The responses of the non-users express a generally positive view of the Seed Grant Program, although not nearly as much so as the responses of faculty members who participated in the program, 100% of whom said that the objective was "Very Important."

In reviewing the comments made by faculty members who had participated in the program during the past year, one finds a number of references to the desirability of increasing the resources of the program. This is expressed in several ways, including a plea for a larger number of projects, more funds for projects, broadening the scope of projects that would be funded, and providing more graduate and undergraduate student assistants. Doubtless, these responses were predictable, but at the same time they are important. Under the present program, approximately $1,000 is as much as is likely to be approved for a single project. If the faculty member who proposes a project does not have to have part of his summer salary or released time during the regular school year taken from the grant, he usually will have enough funds for student workers, supplies, and stenographic services. But if part of his summer salary must come out of his grant, there is very little if anything left for other budget items. If larger grants could be made available, it is probable that additional projects that are not now being submitted for consideration would be attracted to the program. While it is not clear that additional funds can be made available for Seed Grant purposes, one of the first steps in this direction is to know that there are a number of informed faculty members who feel that increased resources within the program are highly desirable.

1.4 - Experimental Classroom

Objective: To provide a classroom equipped with a wide variety of audio-visual and educational technology equipment, that can be scheduled for use by faculty who have a need for such a classroom in their teaching.

Survey forms were sent to a random sample of 40 faculty members who had used the experimental classroom during the evaluation period. Thirty of the forms were completed, for a 75% return. As shown in Table 1, in response to the question concerning the importance of the experimental classroom, 53% selected the "Very Important" alternative, and an additional 37% selected the "Important

alternative. The remaining 10% said that the experimental classroom was of "Limited Importance," and none of the group said that it was "Unimportant."

Twenty-nine faculty responded to the question concerning how well the objective of the experimental classroom was being achieved. The most frequently occurring response was "Satisfactorily;" 72% made this response, with an additional 17% saying "Exceptionally Well." Eleven per cent said that the objective was being achieved "Marginally," while none said that it was "Not Being Achieved."

In responding to the question concerning what action, if any, should be taken with respect to the experimental classroom, the most frequently occurring response was that the objective should be "Augmented," with 45% of the 29 respondents selecting this alternative. Almost as many, 42%, said that the objective should be "Left as it is." The remaining 13% said that the objective should be "Modified;" no one said that it should be "Eliminated." Fifteen amplifying comments were received, which are reproduced in Appendix B under the heading, "Function 1.4." As shown in Table 3, the most frequently occurring classification in terms of affective tone was "Unfavorable," with 7 of the 15 comments being so classified. The next most frequently occurring category was "Neutral" with 6 comments falling under this heading. The remaining 2 comments were classified as "Favorable" in affective tone. In terms of the content of the comments, 6 were classified as "Negative Criticism" and an additional 6 as "Constructive Suggestions for Improvement." One comment suggested that more information should be made available concerning the service, one praised the service as presently provided, and one comment did not fall readily into any of the classification categories being used.

The comments, as shown in Appendix B, were fairly diverse and should be read in order to understand them fully. However, it is possible to make a few summary statements concerning them. There were several comments to the effect that more, or perhaps all, classrooms should be equipped in a manner similar to the experimental classroom. The small size of the classroom (capacity of about 25) was described as too small for larger classes. Other comments dealt with the desirability of the Center providing assistants more experienced with the equipment in the classroom.

Table 4 shows the classification of comments on how the Center might improve its performance with respect to the experimental classroom. Seventeen faculty members responded to this question, and in terms of affective tone 6 were classified as "Unfavorable," 7 as "Neutral," and 4 as "Favorable." Concerning classification of the content of the comments, the most frequently occurring was that "More resources are needed" with 6 of the comments being so classified. Five of the comments were classified as "Constructive Suggestions for Improvement," 3 as "Praise" for the way the experimental classroom is being run, and 1

comment was classified as "Negative Criticism."

The 17 comments in response to the question concerning how the performance of the Center could be improved with respect to the experimental classroom are reproduced in Appendix C. Several of the comments pertain to comments on logistic matters pertaining to the classroom such as having to get the classroom unlocked, obtaining film or videotape from the Learning Media Division, and not having adequate assistance from the Center in the operation of the equipment. These are areas in which improvement can and should be made. Efforts in this direction have been made, but it is clear that more needs to be done. The need for the classroom to accommodate larger classes also was mentioned and is a valid requirement.

As previously noted, the views of a random sample of 100 faculty members who had not used the experimental classroom or any of the other facilities of the Center during the preceding year were asked about the importance of the objectives of the Center including that of the experimental classroom. Of the 100 faculty who received the survey, 59 completed the item concerning the importance of the experimental classroom. As shown in Table 5, the most frequently occurring response was that the experimental was "Important" with 42% of the group responding in this manner. An additional 31% said that the experimental classroom was "Very Important." Twenty-two per cent said that it was of "Limited Importance," while 5% said that it was "Unimportant." Thus, a substantial majority of faculty members who had not used the experimental classroom within the last year, nevertheless, indicate that they felt that it was important. As in the case of most of the other functions, the proportion of "non-users" who felt that the classroom was important was substantially less than the proportion of faculty who had used the classroom; some 90% of the faculty who had used the classroom either said that it was "Important" or "Very Important."

1.5 - Videotaping in Instructional Improvement

Objective: To provide faculty with portable video equipment, and operator, and assistance in identifying strengths and weaknesses in their teaching, in order to improve their teaching performance.

As shown in Table 1, the videotaping service provided by the Center was used by only one faculty member during the 1976-77 school year. The preceding year a systematic program to develop and implement procedures in using videotaping in the classroom had been carried out. Seven faculty members participated, and at the end of the program three said that the project was "Very Worthwhile." Two said that it was "Worthwhile," one said it was "Not Worthwhile," and one member declined to comment on the basis of having been videotaping only a small number of times. One of the items of information

provided by the project was the difficulty involved in coordinating the time required by the instructor, the instructional advisor, and the technician who taped the classroom sessions. Also some problems were encountered in scheduling the portable video equipment when it was needed and with the equipment not functioning properly at some of the classroom sessions.

Although only one faculty member utilized the videotaping service offered by the Center, the Department of Foundations of Education used the procedures developed by the project within the Department with a substantial proportion of faculty members participating in videotaping their classes and viewing the videotapes of their colleagues.

The lone faculty member who availed himself of the Center's videotaping service was very pleased with the results. As shown in Table 1, he described the objective as "Very Important" and the achievement of the objective as "Exceptionally Well." This person also indicated that the program should be "Augmented," saying that each faculty member should receive "advertising" regarding videotaping. The availability of the service had been disseminated to faculty along with other functions of the Center, but the program had not been emphasized by a special brochure or specific invitation to participate. As in the case of the other objectives, faculty members who had not participated in any of the Center's functions during the past year were asked how important they considered videotaping in the classroom to be. As shown in Table 5, the most frequently occurring response was "Important" with 44% of the 61 respondents giving this response. The next most frequently occurring response was "Very Important" which was given by 25%. Twenty-one per cent said that the objective was of "Limited Importance," while 10% said that it was "Unimportant."

One interpretation of the "data" is that the videotaping program must be given more visibility, or it will not be used very extensively. Other institutions have found this to be the case also. Faculty members tend to be favorably disposed toward videotaping in the classroom whether or not they have used it to improve instruction. A final observation is that experience shows that videotaping to improve instruction is a time intensive approach to instructional improvement; if a center elects to support an active program in this area, it must be ready to commit a substantial amount of time to the program.

1.6 - Dissemination of Information

Objective: To provide faculty with information concerning instructional procedures, student learning, and MSU programs that lead to instructional improvement. (Examples: "To the Faculty" publications and monographs and memoranda on various topics)

A random sample of 40 faculty members who had been involved actively with

the dissemination of information function were sent a copy of this survey. A substantial number had received a trial draft of a digest of information on a topic in the area of student learning or effective instruction. They had read this digest and had returned it to the Center with their comments concerning its value to the faculty and had made suggestions as to how it could be improved. All members of the group had received several other documents in the general area of instructional improvement during the year.

Of the 40 faculty who were sent a copy of the survey, 28 completed and returned the survey for a return of 70%. In responding to the question concerning the importance of the dissemination of information objective, 50% said that it was "Very Important" while an additional 42% said that it was "Important." Only 4% said that it was of "Limited Importance" while an additional 4% said that the objective was "Unimportant." These figures differ somewhat from other published figures in which the general conclusion is drawn that dissemination of information to the faculty by means of newsletters and related communication is generally ineffective. In responding to the question as to how well the objective is being achieved. 77% said "Satisfactorily," while only 4% said "Exceptionally Well." Fifteen per cent said that the objective was being achieved "Marginally," and 4% said that it was "Not Being Achieved." In comparing these figures with the figures concerning the importance of the objective, it would appear there is room for improvement in the performance of the Center in this area.

As shown in Table 2, the most frequently occurring action that was suggested with respect to dissemination of information was that it be "Augmented" with 49% of the responses falling in this category. Forty-four per cent selected the "Leave as it is" response. It appears likely that they were referring to the objective perhaps to a greater degree than they were referring to the degree to which the objective is being achieved. Turning to Table 3, of the eight who provided amplifying comments, the affective tone of four was classified as "Unfavorable," three as "Neutral," and one as "Favorable." In terms of the content of the amplifying comments, three fell in the category of "Constructive Suggestions for Improvement," two in the "Negative Criticism" category, and one each in the categories "More Information to Faculty Concerning Service," "Praise," and "Other." None of the comments was classified in the category of "More Resources Needed."

Twelve members of this group responded to the question concerning how the dissemination of information objective could be improved. In Table 4, six of the twelve comments were classified as "Neutral," five as "Unfavorable," and one as "Favorable." In terms of the content classification of the comments, six were classified as "Constructive Suggestions for Improvement," three as "More Information to the Faculty Concerning the Service," and one each in the classifications "Negative Criticism," "More Resources Needed," and "Praise." In reviewing these comments in Appendix C, there seems to be a general thought running through most of the comments that the Center should be disseminating more information but views as to what type of information appear to be particularly diverse. One observer stated that the

faculty is so inundated with communications of various sorts that they find it possible to react only to the most critical items. This is followed by the constructive comment that Center representatives might appear before the faculty senate and at other faculty meetings to get the message across.

The survey was sent to a random sample of 100 faculty members who had not utilized any of the services of the Center. The basic question was concerned with the importance of the dissemination of information objective. Forty-seven per cent selected the "Important" response while 33% selected the "Limited Importance" response; 13% indicated that the objective was "Very Important;" and 7% said that it was "Unimportant." These responses are fairly similar to responses to the other objectives in the professional development area but tend to indicate that the faculty members who did not use the Center during the past year view the dissemination of information objective to be somewhat less important than most of the other objectives.

1.7 - Faculty Seminars and Workshops

Objective: To sponsor faculty workshops on topics related to instructional innovation and improvement.

Of the random sample of 40 faculty members who had attended seminars and workshops sponsored by the Center, 25 returned the survey for a 63% return. Of these 25 faculty, 48% evaluated the objective as "Very Important" while an additional 44% selected the "Important" response. Only 8% selected the response, "Limited Importance," and none said that the objective was "Unimportant." In terms of how well the objective is being achieved, 52% selected the "Satisfactorily" reponse and an additional 32% the "Exceptionally Well" response. Sixteen per cent said that the Center was achieving this objective "Marginally," and none said that the objective was "Not Being Achieved."

In terms of suggested action concerning the seminar and workshop objective, 24 faculty members responded to this question, with 46% selecting the "Leave It As It Is" category, 33% saying it should be "Augmented," while 21% said that it should be "Modified." None said that it should be "Eliminated." Thirteen of the faculty members provided amplifying comments concerning their suggested action. The affective tone of eight of these comments was "Neutral," four "Unfavorable," and one was classified as "Favorable." In terms of the content of the comments, seven were classified as "Constructive Suggestions for Improvement," one each fell in the categories of "More Information to the Faculty Concerning Service" and "Negative Criticism." Four of the comments were not readily classified and were assigned to the category "Other." In reviewing the verbatim comments in Appendix B concerning the faculty seminars and workshops, we find a wide variety of comments with very few of them being suggested by more than one person. The comments range from an expression of the view that the University administration and the faculty in general are not strongly committed to instructional improvement, to the suggestion that we should rely more on outside consultants as opposed to our own faculty, to the suggestion that the seminars and workshops should pertain to a wider range of activities

than topics related to instruction, to the suggestion that the Center should work more closely with academic departments and departmental chairmen. This latter point has been made concerning other objectives, as well, and probably is a means to better achievement by the Center.

In the case of the question concerning how the performance of the Center could be improved in the area of the seminars and workshops, comments from 12 faculty members were received. Seven of these were classified as "Neutral" with respect to affective tone, three as "Unfavorable," and two as "Favorable." The most frequent content classification was "More Information to the Faculty Concerning the Service" which included seven of the 12 responses. Three were classified as "Constructive Suggestions for Improvement" and two as "Praise." None of the comments was classified as "Negative Criticism" or "More Resources Needed." The classifications are shown in Table 4. In reviewing the verbatim comments in Appendix C, again the comments are fairly diverse, but again the matter of working closely with faculty at a departmental level is emphasized and doubtless is a point well taken.

Table 5 shows responses of a random sample of 100 faculty members who had not utilized any of the functions of the Center during the past year. Sixty-one returned the survey and indicated their views as to the importance of the seminar and workshop objective. Forty-six per cent described the objective as "Important," while 28% said it was of "Limited Importance." Eighteen per cent selected the "Very Important" response, and 8% said that it was "Unimportant." These responses follow the general pattern of views concerning other objectives in the professional development area, in that a comfortable majority of the "non-users" felt that the objective was either "Important" or "Very Important" — but not as important as the faculty members who had participated in the program.

1.8 - Evaluation of Experimental Programs

Objective: To assist faculty in designing and conducting evaluations of innovative or experimental programs.

The survey concerning this objective was sent to seven faculty members who had participated in the program. Six of the surveys were returned for an 86% return. As shown in Table 1, all six of the members who returned the survey described the objective as "Important." In terms of how well the objective is being achieved, 83% said that it was achieved "Satisfactorily," while 17% said it was being achieved "Marginally." No one selected either the "Exceptionally Well" category or the "Not Being Achieved" category. As shown in Table 2, three of the six respondents said that the objective should be "Augmented," two said that it should be "Left as it is," and one said that it should be "Modified." Only two provided amplifying comments, one of which was "Neutral" in tone and the other was "Favorable," as shown in Table 3. In terms of content, one of the comments was classified as a "Constructive Suggestion for Improvement" and the other as "Praise;" however, in reading the verbatim comments in Appendix B they seem to relate

more to the Seed Grant Program and to the faculty seminar program than to the program of assistance to faculty members in the evaluation of innovative instructional programs.

As shown in Table 4, three of the six faculty who returned the survey concerning the evaluation of the experimental programs responded to the question concerning how the program could be improved. In terms of affective tone, two of these comments were classified as "Unfavorable," one as "Neutral," and none as "Favorable." In terms of content, one response was classified in the "More Resources Needed" category, one in the "More Information to Faculty Concerning the Service" category, and one in the "Constructive Suggestion for Improvement" category. Reviewing the verbatim responses in Appendix C, one comment is to the effect that assistance with evaluations should not be left to graduate assistants. In this respect most of the design work and interpretation of data has been carried out by the senior staff, but most of the implementation, data collection, and writing has been accomplished by graduate assistants, with the thought that this is valuable experience for them. A second comment was that more visibility should be given to the function. It is noted in this connection that evaluation studies are among the most time-intensive functions in which the Center engages. It can therefore undertake a relative small number of such projects and must depend to a considerable extent on faculty members and others to do much of the work.

As shown in Table 5, of the random sample of 100 faculty members who had not used any of the services of the Center during the past year, 61 replied to the question concerning the importance of the evaluation of experimental programs objective. Forty-nine per cent of the 61 who completed the survey classified the objective as "Important," 34% classified it as having "Limited Importance," while 13% said that it was "Very Important." Three per cent said that it was "Unimportant."

Learning Media

2.1 - Dissemination of Non-print Media

Objective: To make available for University use instructional motion picture films, filmstrips, transparencies, slides, cassettes, charts, and other media of an essentially non-print type.

A random sample of 40 faculty members who had utilized the Learning Media Division's service of disseminating non-print media from July 1976 through September 1977 were sent survey forms pertaining to the function. As shown in Table 6, 29 of the 40 surveys, or 73%, were returned, although not all 29 respondents answered each question on the survey.

TABLE 6

IMPORTANCE OF LEARNING MEDIA OBJECTIVES
AND HOW WELL THEY ARE BEING ACHIEVED

Function or Objective		No. Surveys Sent	Surveys Returned		Importance (% of responses)					How Well Achieved (% of responses)				
No.	Title		No.	%	N	1	2	3	4*	N	1	2	3	4**
2.1	Dissemination of Non-print Media	40	29	73	29	0	0	14	86	27	0	4	44	52
2.2	Acquisition of Non-print Media	40	29	73	29	0	7	35	59	28	4	18	50	29
2.3	Media Equipment Loan	40	17	43	17	0	0	29	71	16	0	13	56	31
2.4	Individualized Learning Service	21	16	76	16	0	19	31	50	16	0	19	50	31
2.5	Production of Audio-Visual Materials	40	17	43	17	0	0	29	71	16	0	19	44	38
2.6	Inspection and Repair of Non-print Media	13	8	62	8	0	0	13	88	8	0	0	38	63

*1 - Unimportant
2 - Limited Importance
3 - Important
4 - Very Important

**1 - Not Being Achieved
2 - Marginally
3 - Satisfactorily
4 - Exceptionally Well

The first question, concerning the importance of the function's objective, was answered by all of the respondents. Eighty-six per cent of the respondents felt the objective was "Very Important;" 14% chose the "Important" alternative. The "Limited Importance" and "Unimportant" options were not selected. The second question, which asked how well the objective was being achieved, was answered by 27 of the 29 respondents. Fifty-two per cent of this number indicated that the objective was being achieved "Exceptionally Well," while 44% replied, "Satisfactorily," and 4% said, "Marginally." None of the respondents felt that the objective was "Not Being Achieved" at all.

The third question concerned action which the faculty members felt should be taken in regard to the objective (Table 7). Twenty-eight of the 29 respondents answered this question. Fifty per cent of these 28 suggested that the objective be "Left as it is;" 46% suggested that it be "Augmented;" 4% recommended that it be "Modified," and none suggested that it be "Eliminated." Ten of the 28 people who answered the third question provided comments in amplification of the answers they had selected. The classifications of these comments, by affective tone and by content, are indicated in Table 8. In the affective tone category, three comments were classified as "Favorable," five as "Neutral," and two as "Unfavorable."

In the content category, none of the comments consisted solely of "Negative Criticism." One person called for more financial resources, and one suggested that "More Information Concerning This Service" offered by the Learning Media Division be made available to faculty members. Six people made "Constructive Suggestions for Improvement." One of these constructive suggestions stressed the need for careful maintenance of materials, and another one called for more help in obtaining computer-related materials.

Sixteen people responded to the fourth part of the survey, which asked how the performance of the Center could be improved in the area of disseminating non-print media. Information on these comments, also classified according to affective tone and content, is shown in Table 9. In regard to affective tone, seven comments were categorized as "Favorable," six as "Neutral," and three as "Unfavorable." In terms of content, none of the 16 comments was classified as "Negative Criticism." Three people called for "More Resources," and one felt that "More Information" should be provided to faculty concerning the service. Five comments were placed in the "Constructive Suggestion for Improvement" category. One such comment was that there be a greater degree of follow-up on faculty suggestions. This respondent related that several months after reporting a defective tape to Learning Media staff, he found the tape still defective. Another respondent brought up the possibility of purchasing, in the sociology area, films of better quality (at the same cost level at which films are currently being purchased). Six comments in the final part of the survey were classified solely as "Praise," and one other comment did not fit into any of the above classifications.

One hundred faculty members who had not used the dissemination of non-print media service in the time span covered by the evaluation were sent forms

TABLE 7

SUGGESTED ACTION CONCERNING LEARNING MEDIA OBJECTIVE

Function or Objective		Number of Responses	Action Suggested (% of Responses)			
No.	Title		Eliminate	Modify	Augment	Leave As Is
2.1	Dissemination of Non-print Media	28	0	4	46	50
2.2	Acquisition of Non-print Media	28	0	7	46	46
2.3	Media Equipment Loan	16	0	6	31	63
2.4	Individualized Learning Service	16	0	0	38	63
2.5	Production of Audio-Visual Materials	16	0	6	38	56
2.6	Inspection and Repair of Non-print Materials	8	0	0	13	88

TABLE 8

CLASSIFICATION OF AMPLIFYING COMMENTS CONCERNING SUGGESTED ACTION ON LEARNING MEDIA OBJECTIVES

Function or Objective		No. of Responses	Affective Tone			Content Classification					
No.	Title		1	2	3*	1	2	3	4	5	6**
2.1	Dissemination of Non-print Media	10	2	5	3	0	1	1	6	1	1
2.2	Acquisition of Non-print Media	15	6	3	6	2	3	0	2	5	3
2.3	Media Equipment Loan	4	1	3	0	0	0	1	3	0	0
2.4	Individualized Learning Service	4	0	4	0	0	1	1	1	0	1
2.5	Production of Audio-Visual Materials	6	1	4	1	0	1	0	3	1	1
2.6	Inspection and Repair of Non-print Media	4	0	1	3	0	0	0	1	2	1

*1 - Unfavorable
2 - Neutral
3 - Favorable

**1 - Negative Criticism
2 - More resources needed
3 - More information to faculty concerning service
4 - Constructive suggestion for improvement
5 - Praise
6 - Other

TABLE 9

CLASSIFICATION OF COMMENTS ON HOW PERFORMANCE OF LEARNING MEDIA FUNCTIONS COULD BE IMPROVED

Function or Objective		No. of Responses	Affective Tone			Content Classification					
No.	Title		1	2	3*	1	2	3	4	5	6**
2.1	Dissemination of Non-print Media	16	3	6	7	0	3	1	5	6	1
2.2	Acquisition of Non-print Media	13	2	6	5	1	4	1	4	2	1
2.3	Media Equipment Loan	10	4	5	1	0	4	1	3	1	1
2.4	Individualized Learning Service	6	1	4	1	0	1	1	3	1	0
2.5	Production of Audio-Visual Materials	9	2	3	4	0	2	0	3	3	1
2.6	Inspection and Repair of Non-print Media	3	1	2	0	1	1	0	0	0	1

*1 - Unfavorable
2 - Neutral
3 - Favorable

**1 - Negative Criticism
2 - More resources needed
3 - More information to faculty concerning service
4 - Constructive suggestion for improvement
5 - Praise
6 - Other

concerning the importance of the function. Data regarding the responses can be seen in Table 10. Forty-five per cent of the respondents indicated that the function was "Very Important;" 34% replied that it was "Important." Thirteen per cent felt the function of "Limited Importance," and 8% felt it was "Unimportant."

2.2 - Acquisition of Non-print Media

Objective: To acquire additional non-print media for instructional purposes, based upon specific selection criteria.

One survey form was sent to each of forty MSU faculty members who had acquired non-print media through the Learning Media Division or otherwise been involved in acquisition of media for the LMD collection. Twenty-nine of the forms, or 73%, were returned (Table 6), although again not all of the respondents answered all of the questions.

All twenty-nine respondents answered the first question, which asked how important the objective was. Fifty-nine per cent of the faculty members replied that the objective was "Very Important;" 35% said it was "Important," and 7% indicated that it was of "Limited Importance." None of the respondents chose the "Unimportant" alternative. Twenty-seven of the 29 faculty members who returned their forms answered the second question, which attempted to ascertain to what degree LMD patrons felt the objective was being achieved. Twenty-nine per cent felt it was being achieved "Exceptionally Well;" 50% felt it was being achieved "Satisfactorily;" 18% indicated that a marginal achievement of the objective was being attained; and 4% said that the objective was "Not Being Achieved" at all.

The third question, which received 28 responses, dealt with suggested action to be taken concerning the objective (Table 7). Fifty per cent of those who answered the question felt the objective should be "Left as it is;" 46% suggested that it should be "Augmented;" and 4% suggested that it be "Modified." No one recommended elimination of the objective. Fifteen of the 28 people who answered the third question provided additional comments in amplification of their suggestions. These comments were classified first according to affective tone and then according to content. As shown in Table 8, six comments were classified as "Favorable," three as "Neutral," and six as "Unfavorable." In the area of content, two comments were classified as being "Negative Criticism." Three people called for more financial resources. None of the respondents indicated that more information should be provided to faculty members about the service. Two people made "Constructive Suggestions for Improvement" (such as increased information to the faculty concerning available media). Five comments were classified as "Praise," and three comments did not readily fit into any of the above-named categories.

Thirteen people answered the fourth question, which asked for suggestions on how the performance of the Center could be improved in regard to the

TABLE 10

VIEWS OF NON-USERS CONCERNING IMPORTANCE OF LEARNING MEDIA FUNCTIONS

Function or Objective		No. of Responses	Per Cent Selecting Each Alternative			
No.	Title		1	2	3	4*
2.1	Dissemination of Non-print Media	62	8.0	12.9	33.9	45.2
2.2	Acquisition of Non-print Media	62	6.5	16.1	41.9	37.1
2.3	Media Equipment Loan	62	4.8	8.1	32.3	54.8
2.4	Individualized Learning Service	62	6.5	19.4	48.4	25.8
2.5	Production of Audio-Visual Materials	62	1.6	11.3	33.9	53.2
2.6	Inspection and Repair of Non-print Media	62	3.2	22.6	33.9	40.3

*1 - Unimportant
2 - Limited Importance
3 - Important
4 - Very Important

the function of acquisition of non-print media. As shown in Table 9, five of comments were classified as "Favorable" in affective tone. Six were placed in the "Neutral" category, and two in the "Unfavorable" category. In the content dimension, one comment was considered to be "Negative Criticism." Four comments dealt with the need for more resources (primarily financial). One faculty member suggested providing more information to faculty regarding the service. Four offered "Constructive Suggestions for Improvement," such as urging departments to make more use of non-print materials. Two respondents made comments which were classified as "Praise," and one person made a comment which did not fit into any of the previously-mentioned categories.

One hundred faculty members who had not utilized the acquisition of non-print media function were sent forms pertaining to the function's importance; sixty-two faculty members returned their forms to the Center (Table 10). Thirty-seven

per cent stated the function was "Very Important," and 42% replied that it was "Important." The function was rated as being of "Limited Importance" by 16% of the respondents, and as being "Unimportant" by 7% of the faculty members who returned their forms.

2.3 - Media Equipment Loan

Objective: To make available for University use a wide selection of audio-visual equipment, and instruction on such equipment as necessary.

Forty faculty members who had used the LMD's equipment over the time span covered by the evaluation were sent survey forms pertaining to this function. Seventeen of the 40 forms, or 43%, were completed and returned, although not all of the 17 respondents answered all of the questions (Table 6).

The first question, "How important is this objective?" was answered by all of the respondents. Seventy-one per cent of these 16 people felt the objective was "Very Important," while 29% felt it was "Important." None of the respondents replied that the objective was either of "Limited Importance" or "Unimportant." The second question, which asked how well the objective was being achieved, was answered by all but one of the respondents. Thirty-one per cent of those answering the question said the objective was being achieved "Exceptionally Well." Fifty-six per cent said "Satisfactorily," and 13% replied "Marginally." No one chose the "Not Being Achieved" alternative.

There were also 16 responses to the third question, which elicited suggestions for action to be taken concerning the objective (Table 7). Sixty-three per cent of this group felt that the objective should be left as it was; 31% suggested augmenting it, and 6% recommended that it be "Modified." The "Eliminate" alternative was not chosen by any of the 16 respondents to this question. Four people who answered the third question provided additional comments to expand upon the answers they had given to the latter question (Table 8). None of the comments was classified as being "Favorable" in affective tone. Three were classified as "Neutral and one as "Unfavorable." In the content category, three of the comments were concerned with "Constructive Suggestions for Improvement," such as the training of LMD staff to communicate effectively with faculty who are not familiar with media terminology.

Ten of the 17 respondents answered the fourth question, which asked how the performance of the Center could be improved in the area of media equipment loan. Distribution of the comments according to affective tone and content are found in Table 9. In the affective tone category, one comment was classified as "Favorable," five as "Neutral," and four as "Unfavorable." In the content category, no comments were classified as being "Negative Ctiticism." Four people called for more resources;

one person recommended providing more information to faculty regarding the service. He suggested that this be accomplished by seeking out certain faculty members and demonstrating equipment which would be useful to them. Three people had "Constructive Suggestions for Improvement." One of these suggestions was that better training be provided for new staff members. One comment did not fit readily into any of the above-mentioned categories.

Of 100 faculty members who had not used the media equipment loan service, and who were sent survey forms regarding its importance, 62 returned forms to the Center (Table 10). Fifty-five per cent stated that the function was "Very Important." Thirty-two per cent replied it was "Important." Eight per cent chose the "Limited Importance" option, and 5% selected the "Unimportant" alternative.

2.4 - Individualized Learning Service

Objective: To provide faculty and students with commercial and faculty-developed media and viewing/listening devices to be used in the Learning Media Division.

Twenty-one faculty members were identified as having used the Learning Media Division's individualized learning service between July 1976 and August 1977. Sixteen of the forms, or 76%, were returned (Table 6). The first question asked how important the objective was. Fifty per cent of the respondents replied that the objective was "Very Important." Thirty-one per cent felt it was "Important," 19% felt it was of "Limited Importance," and none of the respondents replied that the objective was "Unimportant."

The second question asked the faculty member to indicate how well the objective was being achieved. Thirty-one per cent replied that the objective was being achieved "Exceptionally Well." Fifty per cent said "Satisfactorily," 19% said "Marginally," and none of the respondents answered that the objective was "Not Being Achieved."

In response to the third question, which asked what action should be taken concerning this particular objective, 63% of the 16 faculty members felt the objective should be left as it was (Table 7). Thirty-three per cent recommended that it be "Augmented," 6% suggested modifying the objective, and none of the respondents recommended eliminating it. Four of the 16 respondents provided additional comments in amplification of their responses to the third question. In affective tone, all of the comments were classified as being "Neutral." In terms of content, no faculty members gave "Negative Criticism." One person suggested acquiring more resources (in the form of full-time personnel). One of the comments recommended that faculty receive more information from the Center concerning individualized learning service. One comment took the form of a "Constructive Suggestion for Improvement." There were no comments classified as "Praise," and there was one comment which did not fit readily into any of the above-mentioned categories.

Six of the 16 respondents answered the fourth question, which asked for opinions on how the performance of the Center could be improved in the area of individualized learning service (Table 9). One comment was classified as "Favorable" in affective tone. Four were classified as "Neutral" and one as "Unfavorable." In the content category, none of the six comments was classified as "Negative Criticism." One comment suggested that more information be provided to faculty concerning the service. Three of the respondents made "Constructive Suggestions for Improvement;" one of these three people, for example, suggested that a conference be held between the head of the Learning Media Division and any faculty member who was requesting implementation of a project. One of the comments was classified as "Praise," and none was placed in the "Other" category.

One hundred faculty members who had not made use of the LMD's individualized service were sent survey forms pertaining to the value of the functions (Table 10). Sixty-two forms were completed and returned. Twenty-six per cent of this number indicated that the function was "Very Important." Forty-eight per cent said it was "Important." Nineteen per cent felt that the objective was of "Limited Importance," and 7% indicated that it was "Unimportant."

2.5 - Production of Audio-Visual Materials

Objective: To provide faculty and students with equipment for preparation or duplication of audio and visual materials, provide instruction in the use of such equipment, and in some cases produce audio and visual items for faculty and students.

Forty faculty members were sent survey forms pertaining to the Learning Media Division's function of production of audio-visual materials. Seventeen of the forms, or 43%, were returned to the Center, although not all of the questions were answered by all of the respondents (Table 6).

The first question, "How important is this objective," was answered by all 17 respondents, with 71% of them indicating that the objective was "Very Important." Twenty-nine per cent felt it was "Important," and none of the faculty members felt the objective was either of "Limited Importance" or "Unimportant." Of the 16 people who answered the second question, which asked how well the objective was being achieved, 38% felt the objective was being achieved "Exceptionally Well." Forty-four per cent indicated that it was being achieved "Satisfactorily." Nineteen per cent replied "Marginally," and none of the respondents chose the "Not Being Achieved" alternative.

The third question, which elicited suggestions for action concerning the function's objective, was responded to by 16 people (Table 7). Fifty-six per cent of those responding suggested that the objective be left as it was. Thirty-eight per cent suggested that it be "Augmented." Six per cent

recommended it be "Modified," and one of the respondents advised that the objective be "Eliminated." Six of the 16 people who answered the third question commented upon their suggestions for action (Table 8). In the affective tone category, one of the comments was classified as "Favorable," four as "Neutral," and one as "Unfavorable." The same comments were reclassified according to content. None of the comments was considered to be a "Negative Criticism." One person suggested obtaining more resources (in the form of personnel). No one suggested providing more information to faculty regarding production of audio-visual materials. Three respondents made "Constructive Suggestions for Improvement." One of these suggestions was that, since many faculty members are not aware of how media techniques could help them in classes, the LMD staff should provide instruction regarding the use of media in class presentations. One comment was classified as "Praise" for the Learning Media Division's staff. One comment did not fit into any of the above-mentioned categories. This person stated that assistance provided by the LMD was sufficient, and initiative on the faculty member's part should be greater.

Nine faculty members answered the fourth question, which asked for ways in which the performance of the Center could be improved in the area of producing audio-visual materials (Table 9). Four of the nine comments were classified as being "Favorable" in affective tone, three as being "Neutral," and two as being "Unfavorable." None of the comments was classified in the content category, "Negative Criticism." Two respondents called for more resourses (human and financial). No one suggested providing more information to the faculty concerning the service. Three comments were "Constructive Suggestions for Improvement," such as the suggestion that adequate supplies should be available for faculty to use in making instructional materials. One respondent recommended that funds used to purchase films and recordings be more carefully spent, as much money, in the opinion of this person, was being wasted on trivial material. Three comments were classified in the "Praise" category, and one comment did not fit into any of the above-discussed categories.

Sixty-two faculty members out of 100 who did not utilize this function returned evaluation forms dealing the LMD's production of audio-visual materials (Table 10). Fifty-three per cent of this number replied that the function was "Very Important," 34% said it was "Important," 11% indicated it was of "Limited Importance," and 2% classified the function as "Unimportant."

2.6 - Inspection and Repair of Non-print Media

Objective: To inspect and repair as necessary film held by the Learning Media Division after each use and to provide this service to other departments of the University that have a need for it.

Thirteen faculty members were identified as having used the Learning Media Division's function of inspecting and repairing non-print media, during the

time span covered by the evaluation. This small number is not surprising since this is primarily an "in-house" maintenance function. Of the 13 people, eight, or 62%, returned the forms they were sent, although as in the previous cases, not all eight answered all of the questions (Table 6).

Seven, or 88%, of those responding replied to the first question, "How important is this objective?" by saying that the objective was "Very Important." One person, or 13%, answered that the objective was "Important," and none replied that the objective was of "Limited Importance" or "Unimportant." Five, or 63% of the eight respondents, said in answer to the second question that the objective was being achieved "Exceptionally Well." Three, or 38%, responded that it was being achieved "Satisfactorily" while none of the respondents chose the "Limited Importance" or "Unimportant" alternatives in answer to the question.

The third question elicited suggestions for action concerning the function's objective. As shown in Table 7, eight of the 13 respondents answered this question. Seven persons, or 88%, suggested that the objective be left as it was, and one person, or 13%, recommended that it be "Augmented." None of the respondents felt the objective should be "Modified" or "Eliminated." Four of the eight respondents who answered the third question added additional comments in amplification of their answers concerning the objective. Three of the four comments were classified as "Favorable" in affective tone. One was classified as "Neutral," and none of the comments fell in the "Unfavorable" category. In terms of content, none of the comments dealt with "Negative Criticism," the need for more resources, or the need for more information to the faculty concerning the service. One respondent made a "Constructive Suggestion for Improvement." Two respondents offered "Praise," and one respondent provided a comment which was not readily classified in the above-mentioned categories.

The fourth question, which asked how performance of the Center could be improved in the area of inspection and repair of non-print media, was answered by three of the eight people who returned survey forms (Table 9). In the affective tone dimension, none of the comments was classified as "Favorable;" two were classified as "Neutral," and one as "Unfavorable." According to content, one of the comments was classified as "Negative Criticism" and one as a recommendation to acquire more financial resources. None of the comments dealt with providing more information to faculty concerning the service, "Constructive Suggestions for Improvement," or "Praise. One comment did not fit into any of the previously-named categories.

Sixty-two out of 100 faculty members who had not utilized the function, but who were sent evaluation forms, completed and returned their forms to the Center (Table 10). These respondents were asked to rate the importance of the function. Forty per cent felt it was "Very Important," 34% said it was "Important, 23% stated that it was of "Limited Importance, and 3% felt that it was "Unimportant."

Instructional Television

3.1 - Production of Videotapes

Objective: To provide high quality, color videotapes for instructional use and other University purposes.

In the survey a total of 17 users were sent evaluation forms with a return of 13 for a response rate of 77%. Table 11 reflects these responses in the areas of "Importance." Seventy-seven per cent stated that this objective was "Very Important," 15% that it was "Important" and 8% that it was of "Limited Importance." In replying to how well the objective was being achieved, 61% said, "Exceptionally Well;" 31% said, "Satisfactorily" and the remaining 8% said, "Marginally."

Table 12 reflects respondents' attitudes concerning possible actions that might be taken with respect to Function 3.1. Of the four possible choices, only two were selected by all participants. The largest percentage, 58%, said the program should be "Augmented," and the remaining 42% said "Leave as is." None said it should be "Eliminated" or "Modified."

The second part of this question asked for amplifying comments, as appropriate. Seven of the 13 participants made comments. These comments were classified according to affective tone and content. Table 13 shows the classification of responses as to suggested action on the objective.

The affective tones of the seven comments were classified as : three under "Favorable," three under "Neutral," and one as "Unfavorable." In the content area, none was classified as a "Negative Criticism." One said "More Resources Needed." Two were classified as "Constructive Suggestions for Improvement." Three fell in the "Praise" category and one in "Other." Also no responses were recorded in the "More Information to Faculty Concerning Service" category.

Table 14 classified six respondents' comments on "How Performance on the Instructional Television Functions Could be Improved." These comments were categorized by the same process used in Table 13 — according to affective tone and content classification. The responses as to affective tone were three "Favorable," two "Neutral," and one "Unfavorable." In the content area, three classifications were selected: one respondent chose "More Resources Needed," two were classified as "Constructive Suggestions for Improvement," and three comments were classified as "Praise." No responses were recorded as "Negative Criticism," More Information to Faculty Concerning Service," or "Other."

As shown in Table 15, in regard to Function 3.1, the "non-user" evaluation forms entailed a 61% return, or 61 respondents out of 100 sent out. The survey of "non-users" involved a four-level range. Responses were as follows: "Unimportant" - 5%, "Limited Importance" - 21%, "Important" - 36%, and "Very Important" - 38%.

TABLE 11

IMPORTANCE OF INSTRUCTIONAL TELEVISION OBJECTIVES
AND HOW WELL THEY ARE BEING ACHIEVED

Function or Objective		No. Survey Sent	Surveys Returned		Importance (% of responses)					How Well Achieved (% of responses)				
No.	Title		No.	%	N	1	2	3	4*	N	1	2	3	4**
3.1	Production of Videotapes	17	13	77	13	0	8	15	77	13	0	8	31	61
3.2	Facility for Instruction in Television	5	4	80	4	0	0	0	100	3	0	67	33	0
3.3	Stereo Recording	5	4	80	4	25	0	25	50	4	25	0	50	25
3.4	Monaural Recording	1	1	100	1	0	0	100	0	1	0	0	100	0
3.5	Preventive Maintenance of Equipment	19	7	37	7	0	0	14	86	7	0	14	29	57

*1 - Unimportant
2 - Limited Importance
3 - Important
4 - Very Important

**1 - Not Being Achieved
2 - Marginally
3 - Satisfactorily
4 - Exceptionally Well

TABLE 12

SUGGESTED ACTION CONCERNING
INSTRUCTIONAL TELEVISION OBJECTIVES

Function or Objective		Number of Responses	Action Suggested (% of responses)			
No.	Title		Eliminate	Modify	Augment	Leave As Is
3.1	Production of Videotapes	12	0	0	58	42
3.2	Facility for Instruction in Television	3	0	33	33	33
3.3	Stereo Recording	4	0	0	50	50
3.4	Monaural Recording	1	0	0	0	100
3.5	Preventive Maintenance of Equipment	6	0	0	33	67

TABLE 13

CLASSIFICATION OF AMPLIFYING COMMENTS CONCERNING
SUGGESTED ACTION ON INSTRUCTIONAL TELEVISION OBJECTIVES

Function or Objective		No. of Responses	Affective Tone			Content Classification					
No.	Title		1	2	3*	1	2	3	4	5	6**
3.1	Production of Videotapes	7	1	3	3	0	1	0	2	3	1
3.2	Facility for Instruction in Television	1	1	0	0	1	0	0	0	0	0
3.3	Stereo Recording	0	0	0	0	0	0	0	0	0	0
3.4	Monaural Recording	1	1	0	0	0	0	0	1	0	0
3.5	Preventive Maintenance of Equipment	2	1	1	0	0	0	0	2	0	0

*1 - Unfavorable
2 - Neutral
3 - Favorable

**1 - Negative Criticism
2 - More resources needed
3 - More information to faculty concerning service
4 - Constructive suggestion for improvement
5 - Praise
6 - Other

TABLE 14

CLASSIFICATION OF COMMENTS ON HOW PERFORMANCE ON INSTRUCTIONAL TELEVISION FUNCTIONS COULD BE IMPROVED

Function or Objective		No. of Responses	Affective Tone			Content Classification					
No.	Title		1	2	3*	1	2	3	4	5	6**
3.1	Production of Videotapes	6	1	2	3	0	1	0	2	3	0
3.2	Facility for Instruction in Television	3	0	2	1	0	0	0	2	1	0
3.3	Stereo Recording	2	2	0	0	1	0	0	1	0	0
3.4	Monaural Recording	0	0	0	0	0	0	0	0	0	0
3.5	Preventive Maintenance of Equipment	2	0	2	0	0	1	0	1	0	0

*1 - Unfavorable
2 - Neutral
3 - Favorable

**1 - Negative Criticism
2 - More resources needed
3 - More information to faculty concerning service
4 - Constructive suggestion for improvement
5 - Praise
6 - Other

TABLE 15

VIEWS OF NON-USERS CONCERNING IMPORTANCE OF INSTRUCTIONAL TELEVISION FUNCTIONS

Function or Objective		No. of Responses	Per Cent Selecting Each Alternative			
No.	Title		1	2	3	4*
3.1	Production of Videotapes	61	5	21	36	38
3.2	Facility for Instructional in Television	61	11	28	31	30
3.3	Stereo Recording	61	11	41	23	25
3.4	Monaural Recording	61	10	34	33	23
3.5	Preventive Maintenance on Equipment	61	2	24	41	33

*1 - Unimportant
2 - Limited Importance
3 - Important
4 - Very Important

Compared to the "user" group, in which 77% stated that this function was "Very Important," the "non-user" group was not quite as positive in assessing the value of the production of videotapes; yet their overall response is seen as quite favorable.

3.2 - Facility for Instruction in Television

Objective: To provide a television studio and adjoining classroom for use by departments of the University that offer courses in production, directing and other aspects of television.

For this function, five evaluation forms were sent out to users, with four responding for an 80% return rate. One-hundred per cent of those that responded stated the objectives of this function were "Very Important." In assessing how well the objective is being achieved, 67% said "Marginally," and 33% said "Satisfactorily." None of the respondents stated

that the objective was "Not Being Achieved" or that it was being achieved "Exceptionally Well."

Table 12 shows the respondents' views concerning possible actions that might be taken with respect to Function 3.2. Three responses were recorded for the four alternatives. One-third (33%) said the function should be "Modified," 33% said it should be "Augmented," and 33% said "Leave as is." None said it should be "Eliminated."

In the second part of this question, as shown in Table 13, concerning Amplifying Comments, only one chose to comment. The affective tone was "Unfavorable," and the content classification was "Negative Criticism."

Table 14 shows three comments were recorded to the question of how performance in the facilities function could be improved. In affective tone, two were classified as "Neutral" and one as "Favorable." In the content classification, two were "Constructive Suggestions for Improvement," and one was categorized as "Praise." None of the comments was classified as "Negative Criticism," "More Resources Needed," or "More Information to Faculty Concerning Service."

In Function 3.2, the "non-user" evaluation survey received a 61% return out of 100 sent out, or 61 respondents by number. The "non-user" group was solicited as to their views concerning the importance of the objective of this function. The responses were: "Unimportant" - 11%, "Limited Importance" - 28%, "Important" - 31%, and "Very Important" - 30%. Data concerning the "non-user" group may be seen in Table 15.

3.3 - Stereo Recording

Objective: To provide a sound-proof room with proper equipment for high-quality recording, which includes multiple inputs for special effects.

For this function, five evaluation forms were sent to users with four responding for a response rate of 80%. In Table 11, these responses were classified according to views toward the importance of the function's objectives, and how well they are being achieved. Twenty-five per cent said that the objective was "Unimportant," 25% said it was "Important," and 50% said it was "Very Important."

Table 12 reflects the attitudes of four respondents concerning possible actions that might be taken with respect to Function 3.3. The responses were evenly divided, with 50% stating that this function and its objectives should be "Augmented," and 50% saying "Leave as is."

The second part of the question provided an opportunity for amplifying comments, but no comments were made. Table 14 contains information derived from the question concerning how the performance of the Center could be improved. The two comments were both classified as "Unfavorable" in their affective tone.

In content, one was classified as a "Negative Criticism" and one as a "Constructive Suggestion for Improvement."

The "non-user" surveys for this function received a 61% rate of returns, or 61 responses by number. The "non-users" responses concerning the importance of the objectives of the stereo function were as follows: "Unimportant" - 11%, "Limited Importance" - 41%, "Important" - 23%, and "Very Important" - 25%. Further information in regard to the "non-user" group can be seen in Table 15.

3.4 - Monaural Recording

Objective: To provide a sound-proof room for use in monaural recording and narration to accompany slide and filmstrip production.

One survey was sent out, and it was completed and returned. As shown in Table 11, this individual said that the objective was "Important" and that it was being achieved "Satisfactorily." In reply to "Suggested Action Concerning Instructional Television Functions or Objectives," the reply was, "Leave as is."

In Table 13, the affective tone of the one comment that was made was "Unfavorable," and the content classification was "Constructive Suggestion for Improvement." No comments were made in response to the item concerning how the performance of the Center could be improved with respect to the monaural recording function.

Table 15 shows the view of the Instructional Television "non-user" group. One-hundred surveys were sent out and 61 were returned for a response rate of 61%. This group stated their views pertaining to the importance of the monaural recording function. The respondents selected the following alternatives: "Unimportant" - 10%, "Limited Importance" - 34%, "Important" - 33%, and "Very Important" - 23%.

3.5 - Preventive Maintenance of Equipment

Objective: To perform preventive and other "light" maintenance on all equipment held by the Center for Instructional Service and Research and to advise academic departments concerning maintenance problems they encounter with their television, radio, and other audio-visual equipment.

Nineteen surveys were sent out and seven were returned for a response rate of 37%. Table 11 shows that of those who responded, 14% said the objective was "Important," and 86% said it was "Very Important." To the second question of how well the objective was being achieved, 14% said "Marginally," 29% said "Satisfactorily," and 57% stated that the objective was being achieved "Exceptionally Well."

In Table 12, six responses were made concerning what action should be taken concerning the preventive maintenance objective. Thirty-three per cent said it should be "Augmented," and 67% said "Leave as is." No respondents said it should be "Eliminated" or "Modified." Table 13 shows the classification of the two amplifying comments that were made. The affective tone of one was "Unfavorable" and of the other, "Neutral." The content of both comments was categorized as "Constructive Suggestion for Improvement."

In response to the question of how performance could be improved, the two comments that were made were classified as "Neutral" in affective tone. In content classification, one was categorized as suggesting that "More Resources Needed" and the other as a "Constructive Suggestion for Improvement."

Table 15 shows the responses from the "non-user" group. One-hundred surveys were sent out, and 61 were returned for a response rate of 61%. The item was concerned with the importance of the preventive maintenance objective. Two per cent said it was "Unimportant," 24% said it was of "Limited Importance," 41% stated that the function was "Important," and 33% said it was "Very Important."

Summative Evaluation

In addition to the detailed information provided by the survey, it is useful to have numerical values which summarize faculty views concerning the various functions of the Center. As shown below, these values may pertain to a single function, to a group of functions, or to all functions of the Center considered jointly. In this latter case, the numerical value represents essentially a summative evaluation of the Center as a whole.

In Table 16, the responses to the survey items concerning the importance of each function and how well the corresponding objective of each is being achieved have been converted to numerical equivalents. The group involved here consisted of faculty who had participated in the function being considered, during the past year. In the case of "Importance," this was done by assigning a value of "one" to each faculty response indicating that the objective of the function was "Unimportant," a value of "two" if it was thought to be of "Limited Importance," a value of "three" if "Important," and "four" if "Very Important." The values pertaining to the four response alternatives were then summed and divided by the total number of responses to give a mean value representing the importance of the objective of the function as viewed by faculty who had used that particular service. The values in Table 16 under the heading of "Achievement" were computed in a similar way and derived from the survey item concerning how well the objective pertaining to each function is being achieved.

The table shows that on a scale which ranges from one to four, the mean value

pertaining to importance of the objectives of the Center considered jointly is 3.56. This is slightly over halfway between "Important" (represented by a value of 3) and "Very Important" (represented by a value of 4). Concerning achievement of the objectives, the mean value is 3.20, which indicated that on the average the objectives of the Center are seen as being achieved "Satisfactorily" or a bit better, but not "Exceptionally Well."

Reviewing the means for the three divisions of the Center, we find that in terms of importance the objectives of the Learning Media Division were assigned the highest mean value, 3.67, by faculty using these services. The mean value for the Instructional Television objectives was 3.56 and for the Instructional Development and Support objectives, 3.51. With respect to achievement of the objectives of the three divisions of the Center, the mean values were 3.30 for the Instructional Development and Support Division, 3.28 for the Learning Media Division and 3.01 for the Instructional Television Division.

Table 17 shows information similar to that in Table 16 except that the figures are based on a random sample of faculty members who had not used any of the services of the Center during the preceding year; in addition their responses are limited to the item concerning the importance of the objectives, since "non-users" are not in a good position to assess the achievement of the objectives. The mean value assigned by this group was 2.97 which is slightly lower than the descriptive term "Important," which is represented by a value of three. This assessment by "non-users" compares with a mean value of 3.56 for the "user" group.

With respect to the three divisions of the Center, the mean value pertaining to the importance of Learning Media objectives was 3.18; Instructional Television, 2.97; and Instructional Development and Support, 2.89. These values compare with 3.67, 3.56, and 3.51 respectively as viewed by faculty who had used the services of the three divisions. While it is not surprising that the "user" group viewed the objectives of the Center as more important than did the "non-user" group, the causal relationship is not completely clear. Doubtless faculty who view the objectives of the Center as less important tend to use the services less. It may also be true that use of Center services tends to result in a positive change in the view of faculty concerning the importance of Center functions. In addition, it may be reasonable to assume that the services provided by the Center are more useful to some faculty members in carrying out their instructional duties than they are to others.

On the whole, the summative data tend to emphasize some of the points that were noted in the more detailed analysis in the preceding section. The objectives of the Center were viewed as important and the achievement of the objectives as satisfactory by faculty who had utilized Center services. Faculty who had not used the services during the preceding year tended to view the objectives of the Center as important but not as much so as did faculty who had used the services.

TABLE 16

SUMMARY QUANTIFICATION OF IMPORTANCE AND ACHIEVEMENT OF FUNCTIONS OR OBJECTIVES AS VIEWED BY USERS OF VARIOUS SERVICES

No.	Title	Mean Value On Four-Point Scale: Importance	Achievement
Instructional Development and Support			
1.1	Instructional Development	3.17	3.60
1.2	Graphic Design	3.67	3.18
1.3	Seed Grants	4.00	3.75
1.4	Experimental Classroom	3.43	3.07
1.5	Videotaping in Instructional Improvement	4.00	4.00
1.6	Dissemination of Information	3.39	2.81
1.7	Seminars & Workshops	3.40	3.16
1.8	Evaluation of Experimental Programs	3.00	2.83
Mean (N = 147)		3.51	3.30
Learning Media			
2.1	Dissemination of Non-print Media	3.86	3.48
2.2	Acquisition of Non-print Media	3.52	3.04
2.3	Media Equipment Loan	3.71	3.19
2.4	Individualized Learning Service	3.31	3.13
2.5	Production of Audio-Visual Materials	3.71	3.19
2.6	Inspection and Repair of Non-print Media	3.88	3.63
Mean (N = 116)		3.67	3.28
Instructional Television			
3.1	Production of Videotapes	3.69	3.54
3.2	Facility for Instruction in Television	4.00	2.33
3.3	Stereo Recording	3.00	2.75
3.4	Monaural Recording	3.00	3.00
3.5	Preventive Maintenance of Equipment	3.86	3.43
Mean (N = 29)		3.51	3.01
Total Mean (N = 292)		3.56	3.20

TABLE 17

SUMMARY QUANTIFICATION OF IMPORTANCE OF FUNCTIONS OR OBJECTIVES AS VIEWED BY NON-USERS OF SERVICES

No.	Title	Mean Value on Four-Point Scale
Instructional Development and Support		
1.1	Instructional Development	2.75
1.2	Graphic Design	2.98
1.3	Seed Grants	3.28
1.4	Experimental Classroom	2.98
1.5	Videotaping in Instructional Improvement	3.03
1.6	Dissemination of Information	2.67
1.7	Seminars & Workshops	2.54
1.8	Evaluation of Experimental Programs	2.75
Mean (N = 61)		2.87
Learning Media		
2.1	Dissemination of Non-print Media	3.16
2.2	Acquisition of Non-print Media	3.13
2.3	Media Equipment Loan	3.37
2.4	Individualized Learning Service	2.90
2.5	Production of Audio-Visual Materials	3.39
2.6	Inspection & Repair of Non-print Media	3.11
Mean (N = 62)		3.18
Instructional Television		
3.1	Production of Videotapes	3.25
3.2	Facility for Instruction in Television	2.64
3.3	Stereo Recording	2.61
3.4	Monaural Recording	2.69
3.5	Preventive Maintenance of Equipment	3.05
Mean (N = 61)		2.85
Total Mean		2.97

IMPLICATIONS FOR IMPROVEMENT OF CENTER PERFORMANCE

This section focuses on constructive faculty comments and other information provided by the project which may lead to improvement in the performance of the Center. Before considering the suggestions pertaining to each of the functions, one comment that recurred in the case of virtually all functions should be mentioned. This comment, stated in various ways, was to the effect that the services of the Center should be given wider publicity within the faculty and suggested that this might be done through meetings at the departmental level. This is viewed by the Center as a constructive approach to serving additional faculty, and it is entirely feasible to implement it. It is planned to implement this suggestion in a systematic way during the coming semester.

The format of this section will be essentially a listing of constructive suggestions by functions, including first those that can be implemented within existing Center resources, followed by those that would require additional resources when this clearly is the case.

Instructional Development and Support

1.1 - Instructional Development

The primary information with respect to the instructional development function was that there were only seven instances in which the Center had assisted faculty in this area. Since one of the primary means of improving instruction is through design of courses, this is an area which the Center needs to promote to a greater degree than it has in the past. This can be done, at least up to a certain point, within present resources.

1.2 - Graphic Design

Item 1. Provide service of preparing figures and other art work for publication in scientific and professional journals.
Item 2. Shorten time required to produce art work.
Item 3. Give more attention to professional aspects — spacing, aligning, and proofing.
Item 4. Establish better communication between graphic artists and the faculty, including more attention to exact user specifications.

1.3 - Seed Grants to Facilitate Learning

Item 1. Provide closer coordination between Center personnel and the faculty member obtaining the Seed Grant project.
Item 2. Clarify the relationship between faculty release time for Seed Grants and other projects in relation to teaching loads.

Suggestions requiring additional resources:

Item 3. More funding for assistants, both graduate and undergraduate.
Item 4. Provide a larger number of grants.
Item 5. Increase the amount available for individual grants.
Item 6. Make Seed Grants available at any time during the year.
Item 7. Continue support of the project after it has become operational in the department.

1.4 - Experimental Classroom

Item 1. More than one classroom is needed, including classrooms that are substantially larger than the present experimental classroom.
Item 2. Affect better coordination of scheduling the classroom, arranging for media, operation of the equipment and related matters.
Item 3. Provide a larger video screen.

Suggestions requiring additional resources:

Item 4. More and better trained personnel are needed to assist with the technical aspects of educational media.
Item 5. Simplify problems of getting to the classroom for evening classes and not having assistance with educational technology equipment.

1.5 - Videotaping in Instructional Improvement

Since there was only one faculty member who had used this service during the year, it is clear that the program warrants additional promotion to insure that faculty members who can improve instruction by means of this service have every opportunity to do so. The Center could support a modest increase in this function within present resources. A major increase would have to be accompanied by additional resources.

1.6 - Dissemination of Information

Item 1. Better dissemination of information concerning available audio-visual materials.
Item 2. Acquire special videotaped material such as joint projects of WKNO and MSU faculty members.
Item 3. Work directly with department chairmen and show them what other departments and people have done to improve instruction and how the Center specifically can help improve teaching in their department.
Item 4. Provide periodic reminders of instructional materials available.

1.7 - Seminars and Workshops

Item 1. Collect data from faculty (surveys, checklists, etc.) for the purpose of determining interests and needs with this information being used to plan seminars and workshops.

Suggestion requiring additional resources:

Item 2. Rely more on outside consultants to conduct workshops and not as much on MSU faculty.

1.8 - Evaluation of Experimental Programs

Item 1. A follow-up evaluation of projects funded by the Seed Grant Program should be carried out, perhaps by one of the Center staff.
Item 2. Invite faculty members to "view" the experimental courses.

Suggestion requiring additional resources:

Item 3. Additional full-time staff members are needed.

Learning Media

2.1 - Dissemination of Non-print Media

Item 1. Provide better follow-up on faculty suggestions. For example, I asked that a cassette tape be repaired, and some months later it was still in the same conditions.
Item 2. Provide better distribution of information concerning new materials.

Suggestion requiring additional resources:

Item 3. Make available projectionists, camera operators, etc., and deliver materials.

2.2 - Acquisition of Non-print Media

Item 1. Increase the quality of films in the sociology area.
Item 2. More media in the area of atomic power.
Item 3. Institute better safeguards against damage and pilferage of media.
Item 4. Broaden the input from faculty on selection of materials for purchase.

Suggestions requiring additional resources:

Item 5. Acquire additional funds with which to purchase non-print materials.
Item 6. More funds are needed for "big ticket" items.

2.3 - Media Equipment Loan

Item 1. Provide dollies on which to transport equipment.
Item 2. Take greater care with reservations of equipment; they are sometimes lost or the wrong equipment reserved.
Item 3. Do a more thorough job of training new staff members.

Suggestions requiring additional resources:

Item 4. Increase the number of units of high utilization items.
Item 5. Provide delivery service.

2.4 - Individualized Learning Services

Item 1. Better awareness on the part of staff members concerning the materials that are assigned to students and more assistance in using the equipment and materials.

2.5 - Production of Audio-Visual Materials

Suggestions requiring additional resources:

Item 1. Provide additional personnel to work with faculty on production matters.
Item 2. Increase the amount of supplies available for faculty to utilize in making instructional materials.

2.6 - Inspection and Repair of Non-print Media

Item 1. Repair film on a daily basis and insure that it has been repaired before it is reissued.

Instructional Television

3.1 - Production of Videotapes
Suggestions requiring additional resources:

Item 1. Provide better studio facility, in particular, a higher ceiling.
Item 2. Expand hours of operation of Instructional Television Studio to 11 p.m.

3.2 - Facility for Instruction in Television

Item 1. Consult potential users before modifications are made to the facility.

Suggestions requiring additional resources:

Item 2. Provide additional full-time personnel to provide services for evening classes.

3.3 - Stereo Recording

Item 1. Provide better training for staff members concerning the operation of the equipment.

Suggestion requiring additional resources:

Item 2. Provide better sound-proofing and compatible equipment.

3.4 - Monaural Recording

Item 1. Provide better sound-proofing with respect to the noise made by the clock.

Suggestion requiring additional resources:

Item 2. Provide better duplicating facilities.

3.5 - Preventive Maintenance of Equipment

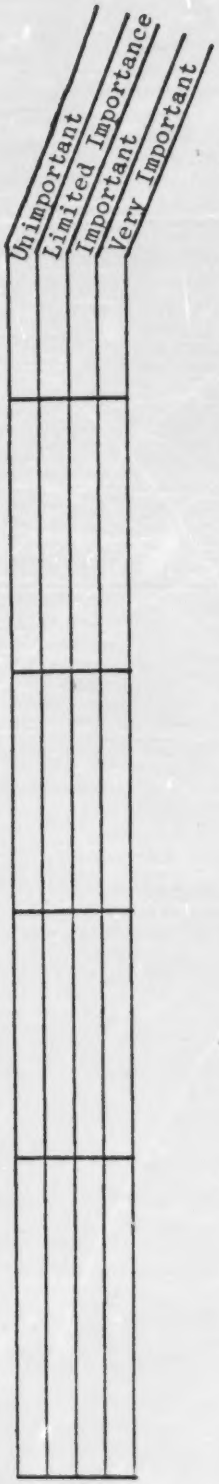
Item 1. Provide preventive maintenance inspection of equipment held by Departments and other activities.

Suggestion requiring additional resources:

Item 2. Increase manpower available to provide this service.

EVALUATION SURVEY-4.0

A. Below is a list of 19 functions or services performed by the Center, together with a statement of the objective of each. All of the objectives relate to the overall goal of the Center——facilitation of learning throughout the University. Opposite each objective, please indicate the degree of importance that you feel the function warrants by marking an "X" in the corresponding space. This will help us to place the appropriate emphasis upon the more important functions.



1.1 Function: Instructional Development

Objective: To assist faculty in design or redesign of courses, or segments of courses.

1.2 Function: Graphic Design

Objective: To support instruction and other University activities by preparing graphic art work which may be converted into overhead projector transparencies, 35mm slides, filmstrips, or videotapes.

1.3 Function: Seed Grant Program

Objective: To provide resources and assistance to faculty members who wish to improve their courses, develop new courses or improve student learning by various means.

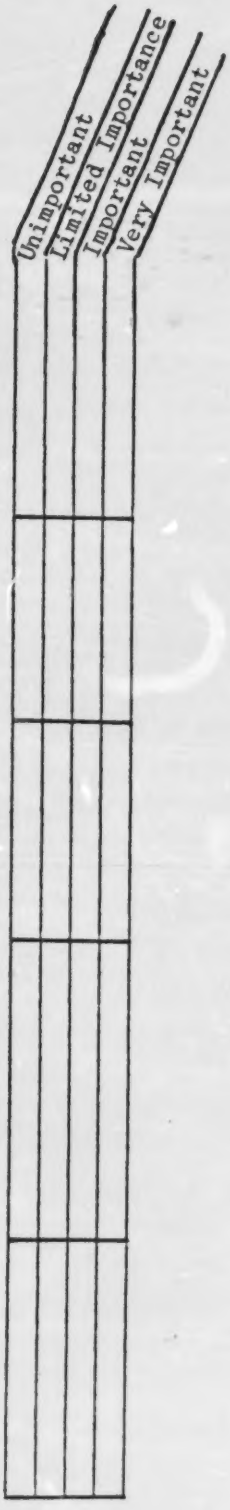
1.4 Function: Experimental Classroom

Objective: To provide a classroom, equipped with a wide variety of audio-visual and educational technology equipment, that can be scheduled for use by faculty who have a need for such a classroom in their teaching.

1.5 Function: Use of Videotape in Instructional Improvement

Objective: To provide faculty with portable video equipment, an operator, and assistance in identifying strengths and weaknesses in their teaching, in order to improve their teaching performance.

EVALUATION SURVEY-4.0



1.6 Function: Dissemination of Information

Objective: To provide faculty with information concerning instructional procedures, student learning, and M.S.U. programs that lead to instructional improvement. (Examples: "To the Faculty" publications and monographs and memoranda on various topics)

1.7 Function: Faculty Seminars and Workshops

Objective: To sponsor faculty seminars and workshops on topics related to instructional innovation and improvement.

1.8 Function: Evaluation of Experimental Programs

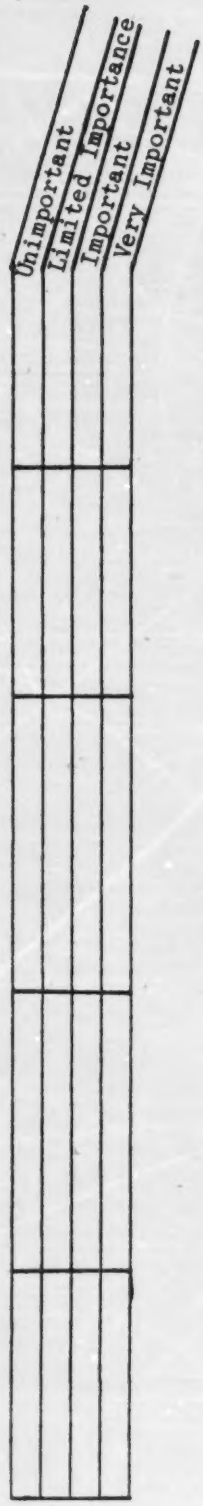
Objective: To assist faculty in designing and conducting evaluations of innovative or experimental instructional programs.

2.1 Function: Dissemination of Non-print Media

Objective: To make available for University use instructional motion picture films, filmstrips, transparencies, slides, cassettes, charts, and other media of an essentially non-print type.

2.2 Function: Acquisition of Non-print Media

Objective: To acquire additional non-print media for instructional purposes, based upon specific selection criteria.



EVALUATION SURVEY-4.0

2.3 Function: Media Equipment Loan

Objective: To make available for University use a wide selection of audio-visual equipment and instruction on such equipment as necessary.

2.4 Function: Individualized Learning Service

Objective: To provide faculty and students with commercial and faculty-developed media and viewing/listening devices to be used in the Learning Media Division.

.5 Function: Production of Audio-Visual Materials

Objective: To provide faculty and students with equipment for preparation or duplication of audio and visual materials, provide instruction in the use of such equipment, and in some cases produce audio and visual items for faculty and students.

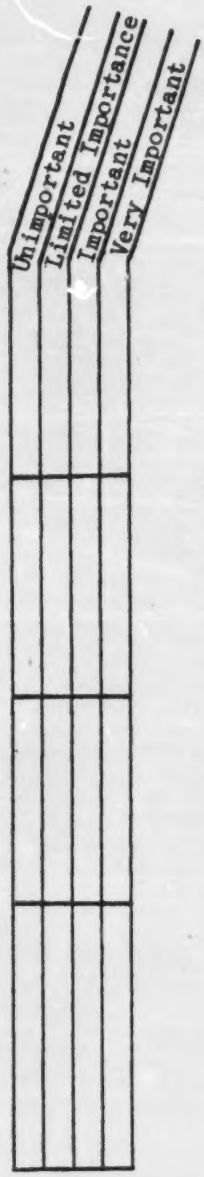
2.6 Function: Inspection and Repair of Non-print Media

Objective: To inspect and repair as necessary film held by the Learning Media Division after each use and to provide this service to other departments of the University that have a need for it.

3.1 Function: Production of Videotapes, Primarily in the Instructional Television Studio

Objective: To provide high quality, color videotapes for instructional use and other University purposes.

EVALUATION SURVEY-4.0



3.2 Function: Facility for Instruction in Television

Objective: To provide a television studio and adjoining classroom for use by departments of the University that offer courses in production, directing and other aspects of television.

3.3 Function: Stereo Recording

Objective: To provide a sound-proof room with proper equipment for high quality recording, which includes multiple inputs for special effects.

3.4 Function: Monaural Recording

Objective: To provide a sound-proof room for use in monaural recording and narration to accompany slide and filmstrip productions.

3.5 Function: Maintenance of Equipment

Objective: To perform preventive and other "light" maintenance on all equipment held by the Center for Instructional Service and Research and to advise academic departments concerning maintenance problems they encounter with their television, radio, and other audio-visual equipment.

B. If you have had occasion to utilize any of the functions or services listed, above, please record the number(s) of the function(s) in the space provided.

_____

EVALUATION SURVEY-4.0

C. If there are functions or services not presently provided by the Center that would help to improve your courses or your teaching, please indicate what these functions are in the space provided.

_____

_____

_____

APPENDIX B

Comments Concerning Suggested Action on Professional Development Objectives

Function 1.1: Instructional Development

1) Implement the "design" or "redesign" of courses only when requested by staff or department involved. Render assistance but do not initiate action.

Function 1.2: Graphic Design

1) The work done for me was super!

2) I was completely satisfied with the material I received. Given that the resources of everyone on campus are limited, however, I do not think this service should be augmented to the possible detriment of other of your programs.

3) This service is very beneficial to teachers who desire to develop alternative approaches to instructional methods.

4) The staff was most cooperative.

5) The objective as stated is directed toward the teaching aspect of our responsibility. This is good. However, many of us carry an additional research responsibility. It would be most helpful if the Center could provide the service of preparing figures and etc. suitable for publication in scientific or other journals. My experience has been to date that the material is too slow in being prepared and is not the quality for publication.

6) I would like to see some classes conducted in these areas so student and staff could learn to "do it themselves" if they had facilities.

7) Perhaps you should outline all the types of graphic work that you can do and send out an advertisement to all the faculty. I would like to see a technical draftsman added to this area (we need someone on campus who can do scientific figures.

8) The length of time needed for production could be shortened if there was more staff.

9) My experience with the graphic design function has been excellent.

10) I am very pleased with the services offered by the Center!

11) Provide examples of work with procedure to interested faculty.

APPENDIX B (Continued)

Function 1.2: Continued

12) We had very good experiencies when making the graphic for the Spanish videotapes. The students have benefited a lot by being able to see how verb forms change, and other grammatical points through these graphics.

13) The Center's use of experts certainly is of tremendous assistance to professors.

Function 1.3: Seed Grant Program

1) I believe the word "encouragement" should be included in objective. In my own work, I received almost no encouragement within my department and thus had many doubts as to its being worthwhile.

2) Achieve better integration with other campus elements to allow full use of the results.

3) Secure increase in funding for student assistants in carrying out approved grants. Try to secure summer salary for staff involved.

4) Made more available.

5) It should include a statement of a general nature that would allow funds to be alloted to some studies that do not fit into other categories.

6) Might be expanded as funds are available.

7) I think a yearly emphasis on one program and helping the several "innovators" work together would help the process of innovation.

8) The objective is most important as far as I am concerned. However, I question its importance to the University. We seem to more concerned with quantity rather than quality!

9) I believe many worthwhile course improvements are being made, especially with regard to using learning media in standard courses.

10) The Center was specific with respect to requirements and goals, helpful in preparation, and prompt in its decisions.

11) Guidance for constructing projects and assistance for planning budgets.

12) The problem is more than "seed" grants can solve. TIPS, for example, cannot be managed for a large number of sections without continuing support - departments do not have the resources to provide this support.

APPENDIX B (Continued)

Function 1.3: Continued

13) While the Center recognizes and encourages such objectives, the departments do not seem to comprehend the necessity for continuous development of courses, instructional methods, and syllabi. The Center may augment its activities and push such interests by monitoring and evaluating all the departments as to their developmental activities, with a view to securing cooperation and improvement.

14) More money!

15) Reduce reports and other paper work.

16) Develop a system to bring "topical groups" of seed grant participants together to share results and conclusions with an eye toward taking the "next steps" in a particular sequence of research in instructional development.

Function 1.4: Experimental Classroom

1) Experimental classroom too often does not assist in the actual classroom presentation, as facilities are so different.

2) The experimental classroom needs to be broken into component parts - i.e., several experimental classrooms. There is too much technology in the present room (105).

3) Memphis State "talks" media use in instruction, provides some excellent things, but does not build us good classrooms adequate to its use, does not "architect" well the Experimental Classroom, and does not provide the trained, permanent staff to man them in the use of the technology, etc. We need an improved facility with a staff to run it. I think the current staff does beautifully with what it has to work with.

4) Location of model classroom creates a "mental" barrier for me.

5) More than one classroom for this purpose.

6) I would like for the Center to have a search librarian available who is trained in computer based library searching. Such a person should be able to advise and aid in searching the databanks of such services as provided by TDC Search Service.

7) There are times when an ordinary classroom in inadequate. When my honors classes do projects, they need a movie projector, dark room, raised stage space, and soundproof walls (in recent classes that students have shown films and set a sonnet to music for voice!) (Besides going to a different classroom is a pleasure.

APPENDIX B (Continued)

Function 1.4: Continued

8) Provide staff members with a means of testing their efficiency of teaching methods and provide individual departmental training seminars to stimulate interest!

9) The room is such that only very small groups can view the screen. Motion pictures, slides, filmstrips and overhead transparencies thus are not quite satisfactory for a group of 20.

10) Room is difficult to use as a regular classroom, primarily because of lack of adequate blackboard space (and its location).

11) I'm only familiar with one large classroom. Don't remember seeing any equipment in the room. The size of the classroom and seating arrangement make it difficult to see the VTR from the back of the room.

12) The classroom is an important addition - an excellent resource. Sometimes when I would have used it, it has been already scheduled. It would be nice to have an extra room available if necessary.

13) For those who need help, experienced personnel must be easily available. Many people working at the Center did not know how to operate the equipment.

14) Greater use of the facilities by the faculty should be made as well as constantly updating the equipment and providing a means of communication to the faculty, the available equipment and how to use it. This should be the #1 priority.

15) Room too small to fully utilize.

Function 1.5: Use of Videotape in Instructional Improvement

1) Each faculty member should receive "advertising" regarding videotaping.

Function 1.6: Dissemination of Information

1) I think we sorely need to learn more about our effectiveness in educating and retaining students. How do we improve and stabilize the education of these young people? With data on our current effectiveness in this area, we would find some suggestions, I would hope, for improvement.

2) I think the Digest of Learning Facilities material has only limited usefulness.

APPENDIX B (Continued)

Function 1.6: Continued

3) When audio-visual material pertaining to a specific area of instruction is received, interested faculty should receive a brief description.

4) The Center should archive some special videotape material such as joint projects of WKNO and MSU faculty members. WKNO is not set up to disseminate program material to individuals and groups but I feel your Center could help.

5) The Center needs to work directly with department chairmen and show them what other departments and people have done to improve instruction and how the Center can specifically help improve teaching in their departments.

6) So much printed material arrives that it is impossible to read anything. Newsletter, etc., seem to be proliferating beyond usability.

7) My use of the Center has been mainly the monographs. They have been excellent. I have attended a couple of workshops. They, too, have been quite beneficial.

8) Instructional function is undergoing changes, as for example, among other things, developments continue to occur in audio-visual equipment, techniques, and utilization thereof. Keeping faculty abreast of such changes and potential utilization is an important, inescapable objective at all educational institutional levels.

Function 1.7: Faculty Seminars and Workshops

1) There remains a need to "generate" an interest or concern for improving techniques. I do not feel this will be achieved until the University Administration sincerely recognizes the issue. We may be giving "lip-service" tc the need but not providing "rewards" for faculty effort.

2) I am afraid that evaluation of seminars and workshops is affected somewhat by the relevance of program to the heart interests of the participants. Thus, I have not attended many. But they have been well done.

3) Fewer workshops but of much higher quality and more usable information dispensed. Rely more on outside consultants to operate the workshops and not MSU faculty.

4) "To sponsor faculty seminars and workshops on topics related to instruction." I think this objective could be broader and permit inclusion of wider range of activities.

APPENDIX B (Continued)

Function 1.7: Continued

5) As a result of this survey, offer additional courses. In the light of the Handicapped Act, give help to college teachers on "How to Teach the Blind" in our particular area. As complaints come in on teachers, chairmen could suggest areas to be set up - then suggest to the teacher that he attend.

6) Perhaps work more closely with departments.

7) In my view, department chairmen should be more active in encouraging their faculty to participate in the workshops and seminars. Their failure to do so suggests that the Center ought to be working more closely with department chairmen.

8) You might add some enabling objectives to the objective, and send to faculty members.

9) More concentration of effort on the variety of the techniques to "facilitate learning that are available to faculty through the Center."

10) You're assuming faculty needs to improve instruction. Even though that may be a valid assumption in many cases, the objective may elicit a defensive reaction. It seems you're really talking about "topics related to educational technology and their use in instructional settings."

11) Luckily the pendulum is swinging "back-to-basics." Maybe we should modify present approaches. I cannot elaborate in a few lines. Fact is that instructional improvement is not obvious.

12) I was able to attend sessions as my schedule permitted. Each one was worthwhile.

13) Undergraduate instruction top priority.

Function 1.8: Evaluation of Experimental Programs

1) Some sort of follow-up evaluation of programs funded by Seed Grants should be carried out, perhaps by one of the CISR staff.

2) Your work - through seed grants and seminars - has been excellent. Remember you can't reach the whole faculty because some aren't interested. Help those who wish to innovate.

APPENDIX C

Comments Concerning Improvement of Performance in Professional Development Functions

Function 1.1: Instructional Development

1) Most satisfactory.

2) What about a presentation at a departmental faculty meeting - more workshops to publicize the facility.

Function 1.2: Graphic Design

1) By giving more attention to professional details, e.g., proofreading, spacings, and alignments.

2) We need work of professional quality. To date, I have not been able to get this from the Center for Instructional Service and Research. Many of us continue to do time-consuming work ourselves or hire outside people to do it for us.

3) I have had limited experience with your department.

4) I feel the Center does an excellent job. It has always served our needs very well.

5) I have received just super cooperation and help from this group.

6) Better service extension.

7) I have found the staff members at the Center to be extremely cooperative and helpful. Their attitude is one which encourages repeated use. Except for one instance when the Center had a great deal of work scheduled, materials has been prepared on time and, in most cases, ahead of the date set.

8) They have been able to do all that I have requested.

9) Improve the turn around time.

10) Notification of hours the graphic artist is there for consultation.

11) By better communication between the user and the one responsible for making posters, with more care and attention on the part of the latter to the user's specifications. For example, I requested black lettering on white posterboard and was given yellow on green. Also, I know of other posters done for my department in which words were misspelled.

APPENDIX C (Continued)

Function 1.2: Continued

12) By employing a person on a full-time basis who in turn will work closely with the person in charge of the program at hand.

Function 1.3: Seed Grant Program

1) Coordinate plans and results with library, budget projections, etc.

2) Funding for assistants, both graduate and undergraduate, is a MUST if the program is to succeed.

3) Inform the faculty.

4) Center has served my needs well - more research grants available to faculty could be helpful.

5) To seek more funds.

6) I think the Seed Grant Program is being run well. Some attention may be needed in the area of evaluation of proposals and performance as requests for funds increase in the future.

7) Based on my experience with the Center, I find they could not be more cooperative and receptive to suggestions, changes, etc.

8) If it had more money, it could lend more support.

9) Since many persons on campus are only dimly aware of the Center's function (and, in some cases, even its existence), some modifications of the methods by which its work is publicized might be indicated.

10) Make SEED grants every month if possible, better than once or several times a year.

11) In an ideal world, the total amount and freedom of use in funding would be increased. But present limitations are very workable.

12) I believe a conference between the director of the Center and the faculty member whose proposal has been approved would be extremely helpful. (Immediately after approval and before the project is begun)

13) I am not sure but I believe that many faculty are surprisingly ignorant of the services and support available through this program.

14) The interplay of the SEED grant provisions vs. faculty release time and teaching loads is still muddy.

APPENDIX C (Continued)

Function 1.3: Continued

15) Continuing support!

16) More money could be made available to CISR for its functions.

17) No comment. I'm happy.

18) Secure more funds for more seed grants.

Function 1.4: Experimental Classroom

1) Use "experimental classroom" as a studio or locale for producing aids which can then be actually used in the class involved.

2) Only one time conflict in scheduling.

3) It is possible for an instructor to arrange chairs, run audio-visual equipment, regulate temperatures, fetch keys, etc... BUT at the cost of having little or no time left for his class! The Center should have a better architected facility, should have permanent people (not) part-time student help alone), and should have a larger acquisitions budget for audio-visual materials. I honestly think some thought should be given to simplifying faculty contact with the Center. Currently one has to remember to ask for this person in this department, that person in that, upstairs, downstairs, etc., and this frankly makes me think twice before using the Center because I dread "red tape."

4) Such a model classroom located in the College of Education "might" be more frequently used by my department.

5) Two particular problems for those who teach evening courses: students have difficulty getting to the classroom and personnel is not available to assist the instructor. The last time I used it, I had to pay someone to come in to operate the equipment.

6) Larger video screen.

7) Invitation of staff members by area of specialization or department to attend workshops and meetings of interest to their particular area of study might help to acquaint the staff to the wide latitude of the Center's offerings and increase its use of the facility. At present I am using personal funds to buy search time. I am interested to know if there are funds from your service available for limited searches.

8) The performance is excellent.

APPENDIX C (Continued)

Function 1.4: Continued

9) The Center has done a very thorough job in providing services. No suggested improvements.

10) More money! And more mobile teaching aids and services.

11) All my sxperiences with the use of the classroom (2 semesters) have been excellent.

12) Equipment is excellent - perhaps an additional room for ordinary sized classes could be added.

13) Install two 16mm projectors to show a feature-length film without break. Have projectionist available at all times.

14) Purchase of advent screen.

15) The classroom is too small for a larger class - like a sophomore class.

16) By constantly updating the equipment especially in the computer terminal area.

17) Room has only basic equipment. Need student responder system plus other technological aides.

Function 1.5: Use of Videotape in Instructional Improvement

1) Talk to various members separately; especially those who have never videotaped before.

Function 1.6: Dissemination of Information

1) I am not sure. I do not think functional analysis of performance is as simple as many educationists seem to think. I think the total faculty should be involved in studying our effectiveness, not just "experts" with their psychologistic conceptions of learning. Before we can study the effectiveness of what we communicate, we have to know a little about what we are communicating, or attempting to "communicate." I seriously question the whole concept of communication itself. I suggest that true education involves an element of revelation to students as to the nature of realities of our life and the world. "Communication" implies a mechanical function as education, and this is probably (I hope) patent reductionism and human nonsense.

2) Would it be possible to publish a service journal on teaching and learning?

APPENDIX C (Continued)

Function 1.6: Continued

3) More information distributed at regular intervals.

4) I've received reports of projects, but could use more suggests of experimental teaching or studies done other places.

5) (a) Frequent updating on new purchase of media and (b) Periodic reminders of instructional provisions available.

6) Possibly more exposure to faculty - some faculty members still haven't taken time to learn what is available.

7) Better information as to the services you provide.

8) Develop large programs that deeply involve the resources of the Center in developing the quality of teaching in our department. Then use this success survey to show others what can be done. At present the resources of the Center are spread over too large an area to make a big difference in any one place.

9) Based on just my experience with the Center, I would not change anything.

10) I know that the Center has made an effort to notify the faculty of the service available. The faculty in inundated with such a welter of paper that it tends to discount all that is not critical. I think that many more faculty members should be made aware of what the Center is and does. Perhaps representatives could address the Faculty Senate of College meetings to get this across. I'm afraid that a memo to see the faculty won't do it in and of itself.

11) Law School traditional instructional methods are increasingly under attack. Accordingly in that specialized area the Center might well play an important role in analyzing new methods and techniques (clinical education) and potential changes in instruction.

12) The Center should have some funds so that it could purchase more material.

Function 1.7: Faculty Seminars and Workshops

1) Develop a seminar for faculty who are interested in improving their teaching! Encourage chairmen to support it; faculty should be recognized for completing the course, workshop, etc.

2) Perhaps the seminars could be tailored more closely to the interests of the faculty. But I have no real quarrel with the present programs.

APPENDIX C (Continued)

Function 1.7: Continued

3) Many faculty do not appear to realize the scope of support available in this program.

4) Regular collection of data from faculty (surveys, checklists, etc.) for the purpose of determining interests, needs, etc., with this information being used to plan seminars and workshops.

5) More people might participate if they could get certain CEV's or points on their 15 hours. Specify number of hours which could be earned, etc.

6) Publish schedule of seminar/workshops well in advance. Have set days each month set aside for such programs. I am not aware of any seminar/workshops held so far this academic year - if they have been conducted, the word is not getting out.

7) Doing a good job in my opinion.

8) Add a committee of College representatives as a sounding board, promotion group, etc. They should attend each College's faculty meeting once a semester to display and discuss media available to the various faculty members to implement and improve learning.

9) More completely describe to faculty what services and materials and equipment are available from the Center for Instructional Services.

10) Coordinate what you have available to the needs of each department - and work on these needs through the chairman. In the workshop, no one said to me what are you interested in and how can we help make that possible.

11) I have attended only one seminar - it was well done; I have no additional suggestions.

Function 1.8: Evaluation of Experimental Programs

1) I believe permanent staff is needed. Evaluation should not be left to graduate assistants.

2) Advertise this function more! Illustrate with concrete examples. Invite faculty to "view" experimental courses.

3) Try earlier time for workshop on instructional sessions.

APPENDIX D

Comments Concerning Suggested Action in Learning Media Objectives

Function 2.1: Dissemination of Non-print Media

1) This material could be managed in the LRC in Brister - faculty need to be "encouraged" to use it.

2) Careful maintenance of the materials is definitely needed.

3) We are doing well. Suggest more films; better budget for this function; also suggest specialized courses by departments making fullest use of relevant materials.

4) At the present time the Center is doing a super job.

5) You're doing a great job but we still need more non-print media.

6) We need a great variety of materials - especially new instructional motion picture films and filmstrips.

7) Hope you can acquire additional funding for purchases.

8) Continue acquiring the latest and best materials available.

9) Would like to see more funds available for areas in which Center is lacking media.

10) You may wish to extend your outreach program, that is, have a staff member visit various departments and support areas of more effective use of non-print media. In addition this outreach may motivate greater usage.

11) More help needed in obtaining computer related educational materials.

Function 2.2: Acquisition on Non-print Media

1) Main problems insufficient funds with which to purchase non-print materials. I have had to spend money from my own limited book budget, and that budget gets smaller every year.

2) My personal needs have been met well so far.

3) This is an extremely important part of the Center's function. I use it regularly.

APPENDIX D (Continued)

Function 2.2: Continued

4) Made more available to faculty.

5) More funds needed, obviously, and better safeguards against damage and pilferage.

6) Can always use more.

7) I have dealt with the Center only in regard to acquisition and use of films. My dealings, especially with Ms. Beasley, have been highly satisfactory.

8) Anything that has been suggested has always been acted upon promptly.

9) The selection criteria should be reviewed by actual or potential users. Otherwise, the materials selected may well prove useless. I am asking where is the widespread faculty input that is necessary for successful operation of the Center.

10) If we used non-print media more - as we probably should - I would probably see need for the objective to be augmented. To the extent that we use this type of material, the Center meets our needs.

11) More effort should be made to inform people on what is available.

12) More funds needed for big ticket items.

13) For my purposes, atomic power needs not being met and some resistance to photo-copying other material for transparency and slide use. Will find other means without using your services.

14) Very important objectives being achieved in an exceptional manner, desire augmentation.

15) I intend to increase my own use of non-print media in history survey courses precisely because of the increasing strength of our Center for Instructional Service and Research.

Function 2.3: Media Equipment Loan

1) Need wider variety of materials.

2) Some dollies to transport equipment would be useful.

3) Too often, reservations of equipment are lost, or the wrong equipment reserved. There seems to be a lack of communication among members of the LMC staff, so that arrangements called in to one staff member are

APPENDIX D (Continued)

Function 2.3: Continued

3) not known to others. I realize that some problems are due to the fact that "media talk" is something of a foreign language to me, and I am not always sure what to ask for. I am probably not unique in this respect, so it might be well to train the staff to deal with this.

4) Would like to see more funds available for areas in which Center is lacking media.

Function 2.4: Individualized Learning Service

1) This is a terribly important thing in some areas well-known to me. Some things of complexity can be made at least initially clear to students through media such as visual and sound. These things should be easily and readily available for us in the Center.

2) The chief need seems to be for additional full-time personnel to assist faculty members in the use of certain equipment - especially the set-up and functioning of portable video equipment.

3) I would like to see these services publicized better. I was unaware of the possibility of taping commercial and public TV shows for classroom use until very recently. I discovered this only by chance.

4) I depend rather little on this aspect of your services. However, it is nice to know you are there when I need you.

Function 2.5: Production of Audio-Visual Materials

1) This is a much needed service and should be more available to faculty and students. Materials well stocked and instructions provided.

2) The staff has been most courteous, helpful, and knowledgeable.

3) Not sufficient personnel - only one editing 3/4 inch machine which means that items that need to be edited must wait in line - my experience has been that a month or more can go by without editing getting done. Also, lack of personnel.

4) I believe the assistance provided by the Center is sufficient. Initiative on the part of individual faculty member should be greater.

5) Include more faculty course material - e.g., video/audio tapes at presentations.

APPENDIX D (Continued)

Function 2.5: Continued

6) More instruction is needed on the use of media in class presentations. Many faculty members aren't aware of how various media techniques could assist them and aid the learning process.

Function 2.6: Inspection and Repair of Non-print Media

1) The films we use regularly have been kept in good condition.

2) I have had no problems with films I used.

3) Nothing can be more irritating to an instructor using films as a teaching aid to receive a film in need of repair. In my experience this is a valid service and the LMC is performing this function very well.

4) Broaden the program; encourage the Center staff and University staff in general to suggest and try innovative things.

APPENDIX E

Comments Concerning Improvement of Performance in Learning Media Functions

Function 2.1: Dissemination of Non-print Media

1) Good job. No problems.

2) At least in sociology area, many films are not very good. I wonder whether we could or should improve the quality of the materials for the same cost.

3) The possible addition of technicians such as projectionists, camera operators, etc., and delivery of materials.

4) Very satisfied as is.

5) They have always been very prompt and complete in their service.

6) Providing someone to show films in class.

7) Acquisition of new films and filmstrip, cassettes, etc.

8) It is excellent. I am now at a University that has no film service and I truly feel the students are the ones who suffer. We have a limited film budget and the classes must miss many films I was used to having at a moment's notice from the AV center at MSU. It is also very annoying for films to be held up in transit.

9) I'm happy!

10) More follow-up on faculty suggestions: example - cassette tape I used was defective - I was told it would be repaired when the tape was used again - some months later - it was still defective.

11) Provide a full-time artist to assist faculty in the design and illustration of transparencies, slides, charts, etc.

12) It is one heck of a walk to carry film to or from Brister to our class building. Need a "drive-in" type pick up facility. The pedestrian mall has made you most inaccessible.

13) It might help to have more information on new materials as they become available for our use; this might encourage more use of this excellent facility.

14) You are doing a fine job.

APPENDIX E (Continued)

Function 2.2: Acquisition of Non-print Media

1) More money for acquisitions.

2) Not sure. I think your present accomplishment speaks well for itself. Note: Could Instructional Classroom be enlarged?

3) Only with additional funds.

4) More funds.

5) Survey instructional areas in which there is little non-print media in the Center - give those areas priority for new purchases - or set aside a certain amount for those areas to elevate their own non-print media.

6) Do instructional uses have priority over non-instructional uses of materials? This is not presently clear because the character of use of materials has not been established.

7) They might push the departments to make more use of non-print materials.

8) Center is doing excellent job.

9) When I have been aware of the availability of items which appear to be of instructional value, acquisition has been adequately prompt (though usually because we have had adequate spare library funds to use for media acquisitions). Problem is, I think, awareness of what is available. I get sporadic ads of movies, tapes, etc., which get misplaced. Could (or does?) the Center have a central file (by department or subject) of things available we could browse occasionally, sort of like the midwest cards in the library?

10) Center personnel should not hide behind copyright laws and other excuses, such as, student-help problems, and shortage of materials.

11) Currently meeting my needs quite adequately.

12) As stated, I feel the Center is doing exceptionally well with the resources at its disposal. Besides the augmentation (of resources) I do not feel qualified to comment further.

13) We need to increase holdings. The service itself is excellent.

Function 2.3: Media Equipment Loan

1) More advertising necessary. Seek out potential faculty and show them some equipment which they might profit from using.

APPENDIX E (Continued)

Function 2.3: Continued

2) All my experiences with the Center have been excellent.

3) Just make sure there is adequate equipment for University needs.

4) Perhaps through better training of new staff members.

5) Equipment is difficult to transport. Car assess - carts, etc. - could help.

6) OK.

7) Give them more money to help the films and equipment which I need.

8) Three points: 1. A better catalog or indexing system is necessary to provide professors with information on the subject matter and content of films, etc. 2. A newsletter dealing with recent acquisitions. 3. Support personnel to set up (in class) projectors, recorders, etc. This would make usage easier and increase volume of usage. All of these I consider very important!

9) The Center could prepare a mailing list to faculty members informing them of the update of materials available.

10) As stated above, the instructional material could be expanded. Such an expansion, however, should not come at the expense of the book and serial holdings of the library itself. If funding is impossibly tight, priority should be given to the main library fund for holdings in books and serials and not to the media department.

Function 2.4: Individualized Learning Service

1) Increased budget would be a big help.

2) By letting the faculty know the limitations and requirements of the Learning Media Center concerning implementation of projects. I feel that a conference between the director of LMC and the faculty member whose proposal has been approved could be very valuable. The LMC director could give valuable information and advice on the feasibility and/or implementation of such projects. This conference would have to come after approval but before the project is begun.

3) We need better facilities. The current facility is too open, too light, too noisy...it is a barn. We need more and better films and tapes and records chosen with some reference to the curriculum, not checked off in a book by media experts. We need to have community resources better coordinated.

APPENDIX E (Continued)

Function 2.4: Continued

4) Doing a good job. Dr. Potter seems to have everything "all together."

5) A newsletter announcing recent acquisitions and Center activities would be helpful.

6) Two points: 1. All staff members are not aware of the materials my students use. Make sure all workers know what to do for foreign students. 2. It would be nice if enough staff were available so that one person could be free to help students with the material.

Function 2.5: Production of Audio-Visual Materials

1) This is a much needed service and should be more available to faculty and students. Materials well stocked and instructions provided.

2) "Hang in there!"

3) By more judicious use of money to purchase films and recording of lasting value. Much of what is spent is wasted on trivial material.

4) Very well. Good cooperation.

5) More funds. In summary, the administration should give more support - financial and personnel - to the Center.

6) Have plenty of supplies available for faculty to utilize in making materials.

7) Very satisfactory.

8) Include more faculty-course material - e.g., video/audio tapes at presentations. Have current faculty-course material retrievable - i.e., so that material can be found. (Some students have been told my material is not in the Center.)

9) More persons (students) available for making graphics.

10) Experience has been satisfactory. Thanks for doing a good job!

Function 2.6: Inspection and Repair of Non-print Media

1) Have had mechanical trouble with slide (carousel-type) projectors and same with cassette and slide machine.

2) By maintaining the current standards of repairing films on a daily basis and not allowing unrepaired films to go unattended.

3) Encourage it, financially, to expand the services.

APPENDIX F

Comments Concerning Suggested Action on Instructional Television Objectives

Function 3.1: Production of Videotapes, Primarily in the Instructional Television Studio

1) My one experience of developing a top videotape was superb. Excellent techniques, cooperation and enthusiasm for excellence.

2) Expand.

3) Again, additional full-time personnel would enable services to be offered for evening courses.

4) My experience with the ITV Studio (and personnel) has been most outstanding.

5) Need for better studio facility - higher ceiling.

6) Have had very little TV use as yet. No problems though.

7) Thus far, we have had more than 500 viewers this semester. I have asked many of them for their opinions, and they all have been favorable. Many students are getting into the habit of seeing the videotape first and then do the lesson.

Function 3.2: Facility for Instruction in Television

1) As it stands, the objective is good, not excellent. Given the downright incompetence of those who planned the ITV facilities, I am amazed at how well this objective is being realized. (Incompetence is the kindest word I could find to describe those responsible.)

Function 3.3: Stereo Recording (No Comments)

Function 3.4: Monaural Recording

1) Surely something can be done to isolate the recording studio from the University clock. You could also use better duplicating facilities.

Function 3.5: Maintenance of Equipment

1) A "dead" training device is of no value.

2) Service departmental equipment and perform preventive maintenance and repair.

APPENDIX G

Comments Concerning Improvement of Performance in Instructional Television Functions

Function 3.1: Production of Videotapes, Primarily in the Instructional Television Studio

1) As I see it, excellent work is being turned out.

2) Encourage development with other faculty.

3) Hours of operation in ITV needed to be expanded to 11 p.m.

4) I have had an opportunity to work with the studio on the production of taped (video) lecture, and their support and expertise was truly outstanding. Thank you.

5) Need greater staff support - budget limits. Also more publicity if facility can hand more - perhaps on-site tape of what is done which can be sent around to departments to be played at staff meetings as electronic informational memo illustrating uses and capabilities.

6) As far as I am concerned, the people with whom I worked were very competent and I did not see any need for improvement. The quality of the tapes is excellent and the people were great.

Function 3.2: Facility for Instruction in Television

1) Especially for evening classes, an attendent of the ITV Center should be present.

2) The performance is excellent considering the limitations of the facilities. I would like to know if users will be consulted for ideas on the proposed addition to the Library.

3) Better equipment.

Function 3.3: Stereo Recording

1) Soundproofing and compatible equipment are needed.

2) Staff members don't seem to know how to operate the equipment. Room is not adequately soundproofed — noise from ventilation system and through walls (people walking by and typewriters).

APPENDIX G (Continued)

Function 3.4: Monaural Recording (No Comments)

Function 3.5: Maintenance of Equipment

1) Centralize repairs and "preventive maintenance" inspection, as well as assistance in use of equipment in this one activity.

2) Provide extra manpower.

APPENDIX H

Responses Made by Faculty Who Had Not Used the Services of the Center During the Past Year

Responses were made to this item: "If there are functions or services not presently provided by the Center that would help to improve your courses or your teaching, please indicate what these functions are."

1) Reduction of class sizes!

2) Delivery and return services, operators of equipment; information about Functions 1.2, 1.3, 1.4, and 2.2.

3) In reference to 1.5, instead of the focus being on the instructor, it would be very beneficial to videotape students on skills and be able to play back for their viewing.

4) With respect to Function 1.7, some kind of recognition or credit should be given to faculty who participate in said activities.

5) Watch for duplication of service on same campus.

6) Condensed speech recording.

7) Instruction in computer assisted learning. A PLATO terminal.

8) Generally speaking, for the work I do, no Center is needed. I have attempted to answer the questions accordingly. For others, the Center may have great value. I simply don't know!

9) When special programs and events are sponsored by the HPER (Health, Physical Education, and Recreation Department, it would be very beneficial to have a photographer take black and white photos - slide and 8mm, 16mm or loop films of the events. These could be used for instructional purposes and promotional devices for the Department and the University. Most instructors do not have time or the expertise to do these things. We plan, organize and conduct many meaningful activities which could become fantastic instructional and promotion devices, but we need assistance.

10) You seem to cover our needs very well.